November, 1955

The American School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

In This Issue:

★ **The Superintendent's Struggle for Maturity** — *Hunkins*

★ **Thruway, Parkway, and Freeway** — *Engelhardt*

★ **The Substitute Teacher Makes the Team** — *Juckett*

★ **N.S.B.A. Symposium Forecasts New Era** — *Tuttle*

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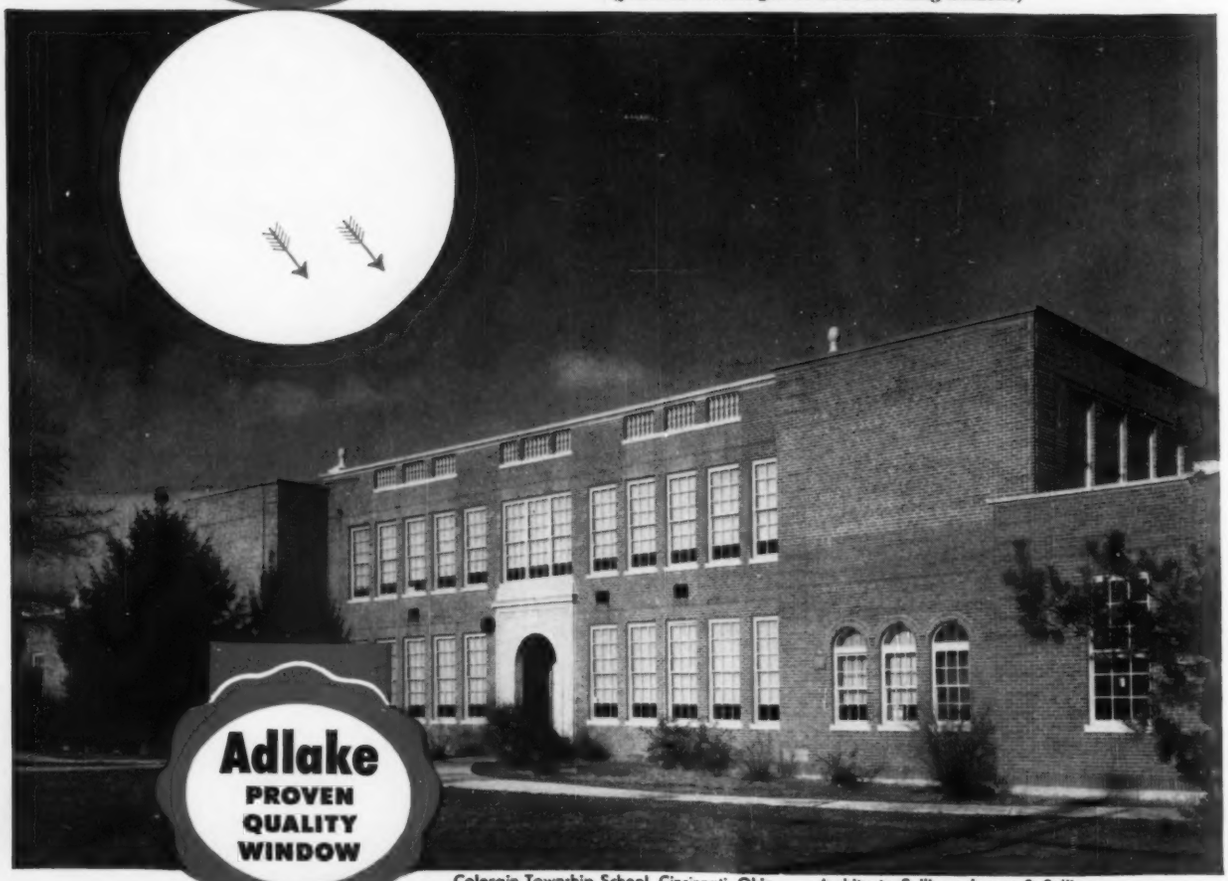

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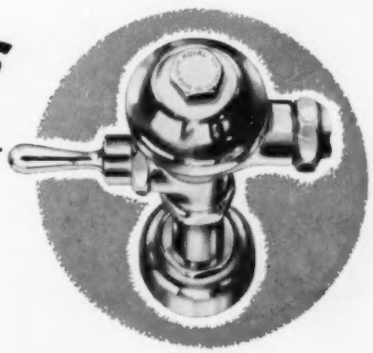

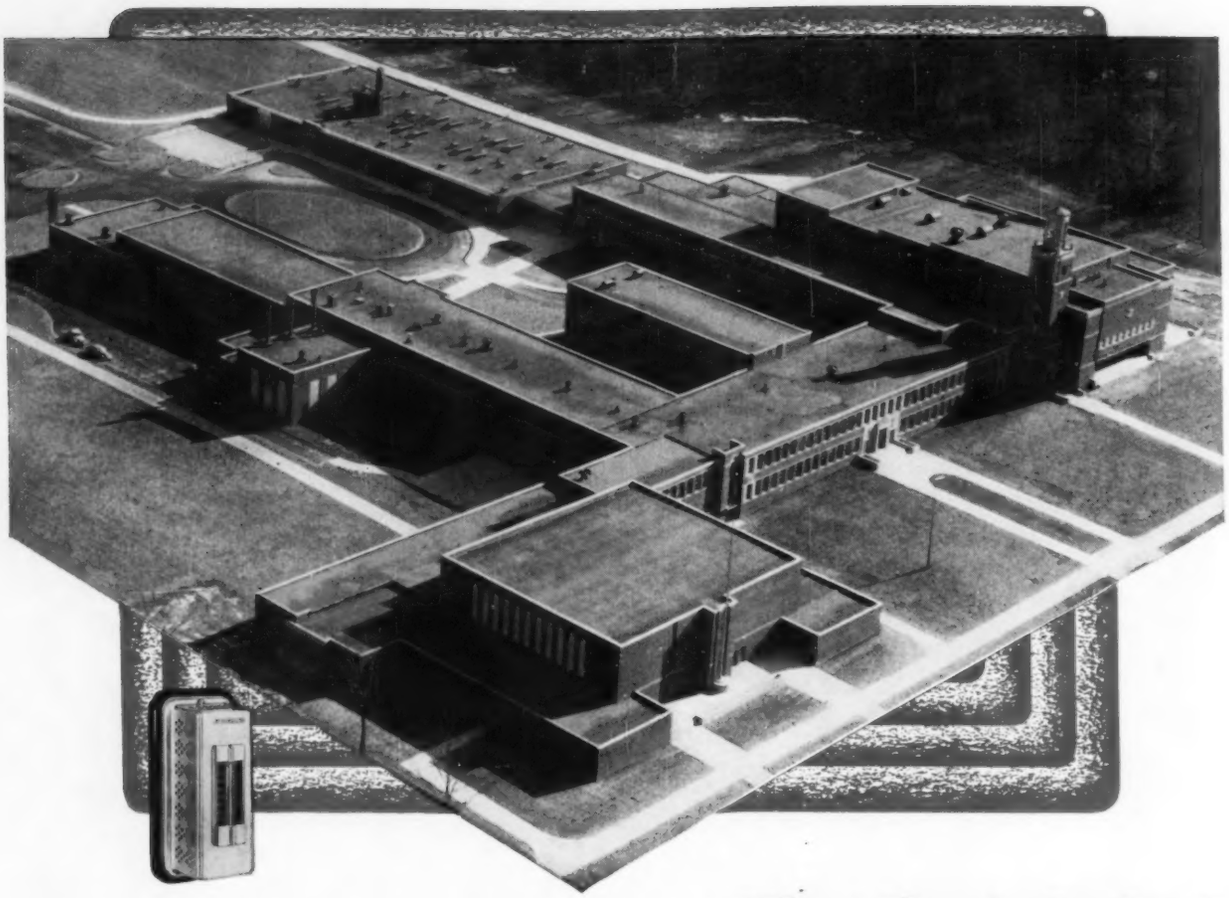

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Comfort *could* be a real problem in this building. Its size alone creates special problems. So do the large number of rooms, which vary in area from little more than 100 square feet to more than 10,000 square feet. Other factors affecting comfort include the use and occupancy levels in such diversified locations as classrooms, offices, the 540-seat cafeteria and social center, the library, the 1,800 capacity auditorium and numerous others.

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November 1955

VOL. 131 NO. 5

THE AMERICAN School Board Journal

A Periodical of School Administration

Published on the 25th of the month preceding the date of issue by **THE BRUCE PUBLISHING COMPANY**, 400 North Broadway, Milwaukee 1, Wisconsin • **CENTRAL OFFICE:** 20 North Wacker Drive, Chicago 6, Illinois • **EASTERN OFFICE:** 225 Broadway, New York 7, New York.

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AMEREX–new metal-and-plastic top on *American Seating Unit Tables* adds years of "Wear-Life"

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"All Aboard"

N.S.B.A. Symposium Forecasts a New Era in Public Education

EDWARD M. TUTTLE

One of the discussion groups of the Kansas City Symposium. Left to right, seated; Leonard E. Meece, Commissioner Dean M. Schweickhard, L. P. Hollis, Mrs. Elizabeth Hudson, Donald M. Stevenson, O. Kenneth O'Fallon, Jack Stewart, Mrs. Kenneth Wimer, Supt. G. E. Rast, Matthew J. Pillard. Standing: Cyrus M. Higley, George Tipler, George B. Morse, Clarence Swain, Jesse G. Stratton, and Kenneth B. Fobes.

"We have now arrived at the moment in history when a thoroughgoing reconstruction of the content, the method, and the administrative organization of education is needed for all age groups.

"The outlines of this needed reconstruction are not clear, and no one person or small group of persons can project them. Instead, the answers must be sought through a process which enlists the best thinking of our generation as a guide to public policy for education.

"That is why this symposium is so important. It has kindled the imaginations of many of us here, and has facilitated some break-throughs into the better education that we can create if we can only imagine it first.

"The real test of this conference is not the conclusions reached in the discussion groups, and is not the import of what speakers have brought you from this rostrum, but it is the fires which will be lighted in communities from Maine to California, and in the school boards associations and other groups which you represent.

"It has been for me a stimulating meeting and I think one of the best investments of three days' time that I have ever made. I hope it may be so for you. I hope even more that, because of you, it may be so for the American people."

With these stirring and prophetic words, Dr. Francis S. Chase of the University of Chicago brought to a close his summary evaluation of the Nationwide Symposium to Explore New Approaches to Public Education, sponsored by the National School Boards Association and held in the New Pickwick Hotel, Kansas City, Mo., September 29, 30, and October 1.

Who Was There?

Participation in the symposium was by invitation. Included were 124 school board leaders from all 48 states, together with 43 professional educators from various levels — city, county, and state superintendents; college and university professors, deans, and presidents; heads of co-operating organizations like the National Citizens Commission for the Public Schools, the National Congress of Parents and Teachers, the National Council for Accreditation of Teacher Education, the National Education Association, the National School Public Relations Association, the United States Office of Education, and the White House Conference on Education.

All meetings, both general sessions and discussion groups, were held on the mezzanine floor of the hotel. Luncheons and dinners each day were served in common. An interesting and informative exhibit of school board association services was available for examination between meetings. Stacks of helpful literature were set out to be picked up. Each participant wore a conspicuous badge carrying his name, position, and state of residence. The result of these arrangements was that board members and educators quickly became acquainted with one another and welded themselves into a working group which grew steadily in enthusiasm and effectiveness as the conference progressed.

Officers and directors of the National School Boards Association presided over the various meetings and meal functions. Each of the eight discussion groups had a school board member as leader and another as recorder, with the widest possible distribution geographically among the participants so that no two came from any one state. Each discussion group was given responsibility for reviewing the presentation by one of the symposium speakers, and for reporting its findings and conclusions. Copies of the speeches were made available to everyone.

A committee of nine observers served to evaluate the symposium, and it was on the

(Continued on page 8)

Shown chatting with General Maxwell Taylor, Army's Chief of Staff and Symposium speaker are, left to right: Maurice E. Stapley, Project Director of the N.S.B.A.; O. H. Roberts, Jr., the Association's President; Edward M. Tuttle, its Executive Secretary; and James W. Whitehead, Chairman, Symposium Reception Committee.

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The location of the unit ventilator, amount of outdoor air filtered and length of time in operation *all* have a bearing on the effective life of a filter. Until now, filters were changed on a hit-and-miss guesswork basis—some too soon, most too late. With the FILTER INDICATOR, you change the filter when it *should* be changed—no sooner, and certainly no later.

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1. Remove the aluminum filter frame from the unit ventilator and dispose of soiled media.

2. Pull out desired length of clean AMERglas media from self-dispensing carton and cut with scissors.

3. Insert the clean filter media in the frame and lower hinged top into position.

4. Replace the filter frame in the unit ventilator. It's ready to go.

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- **Split front panel—Allows removal of soiled filter by removing small, easy-to-handle lower panel.**
- ***All* filters for Herman Nelson Unit Ventilators are one-piece filters. Just one piece to remove, one piece to clean or replace.**
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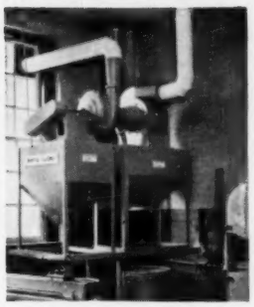

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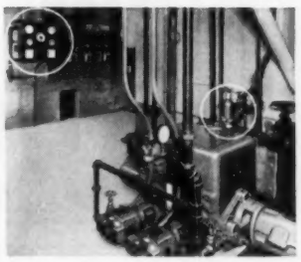

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N.S.B.A. SYMPOSIUM

(Continued from page 5)

basis of their combined conclusions that their leader, Dr. Chase, presented his summary report at the final dinner session on Saturday evening.

In addition, the reports of the three sessions of the discussion groups were turned in by the recorders, and will be put in shape for distribution to symposium participants and other interested persons along with the summary statement.

Notable Publicity Given

The symposium maintained a press room which served reporters from the local newspapers, radio and television stations, and representatives of the wire services. An unusual amount of publicity developed. The representative from the United Press Bureau in Kansas City stated that it was the first time in 24 years that a member of their staff had been assigned for three full days to any one event. Reporters were particularly impressed by the way in which the symposium participants stuck to their meetings in spite of the competition of world series broadcasts on each of the three days. Commenting editorially on the morning of the final day, the *Kansas City Times* said, under the caption "School Boards Talk It Over":

> For three days now, school board members from every state in the union have been meeting in Kansas City, discussing common problems and even coming up with some answers.
>
> By the time this conference of the National School Boards Association is over tonight, the school officials will have heard talks by the army chief of staff, a vice-president of the New York Stock Exchange, a physcian, a psychiatrist, an architect, an engineer, a television executive, and an official of the National Manpower Council.

DR. FRANCIS S. CHASE
Professor of Education, University of Chicago and Chairman, Symposium Evaluation Committee.

In seeking speakers from fields other than education, the Association hoped to bring a variety of experiences and ideas to the board members that might be applied in the problems of education. And apparently discussion has been stimulated, for instead of leaving the meeting during recesses, most of the conferees remain in their places to keep the conversation buzzing.

The conference is the first of its kind. The information exchanged at the Kansas City meeting will be condensed and indexed for a printed report to all member boards of the Association. In view of the tremendous problems that all school boards will face in the years ahead, the possibility of an annual conference of this kind should be given strong consideration.

Challenges by the Speakers

The notable array of speakers referred to in the *Times* editorial, and listed in these columns last month, presented a great variety of experience and suggestions to the symposium participants. Some of them did a wonderful job of throwing out challenging ideas, many of which struck their listeners at first hearing as entirely inapplicable to school conditions. Later, in the group discussions, the participants were not so sure, and began to try to discover whether some new and different approaches to certain problems might not be possible after all.

As Dr. Chase pointed out earlier in his report, many persons in the educational field, both professionals and board members, are subject to three diseases which he identified as the "jaundiced eye," the "languid liver," and the "hardening of the concepts." In other words, they tend to view everything in its worst possible light, to refuse to exert themselves beyond the beaten path, and to be practically impervious to any new idea. He felt that the three days spent together in Kansas City had some effect in correcting a tendency to these diseases among some of those present, and that the real significance of the N.S.B.A. symposium lay in loosening up some of this inherent resistance, and in stimulating minds to do creative thinking.

There appear to be all sorts of ways of inciting people to think, and they were variously presented by the speakers who came from other areas of American life to address the symposium. For example, Dr. Henry David, executive secretary of the National Manpower

(Continued on page 90)

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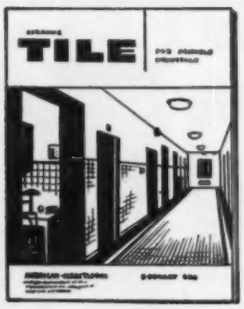

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* Geoffrey Baker and Bruno Funaro in "Windows in Modern Architecture"

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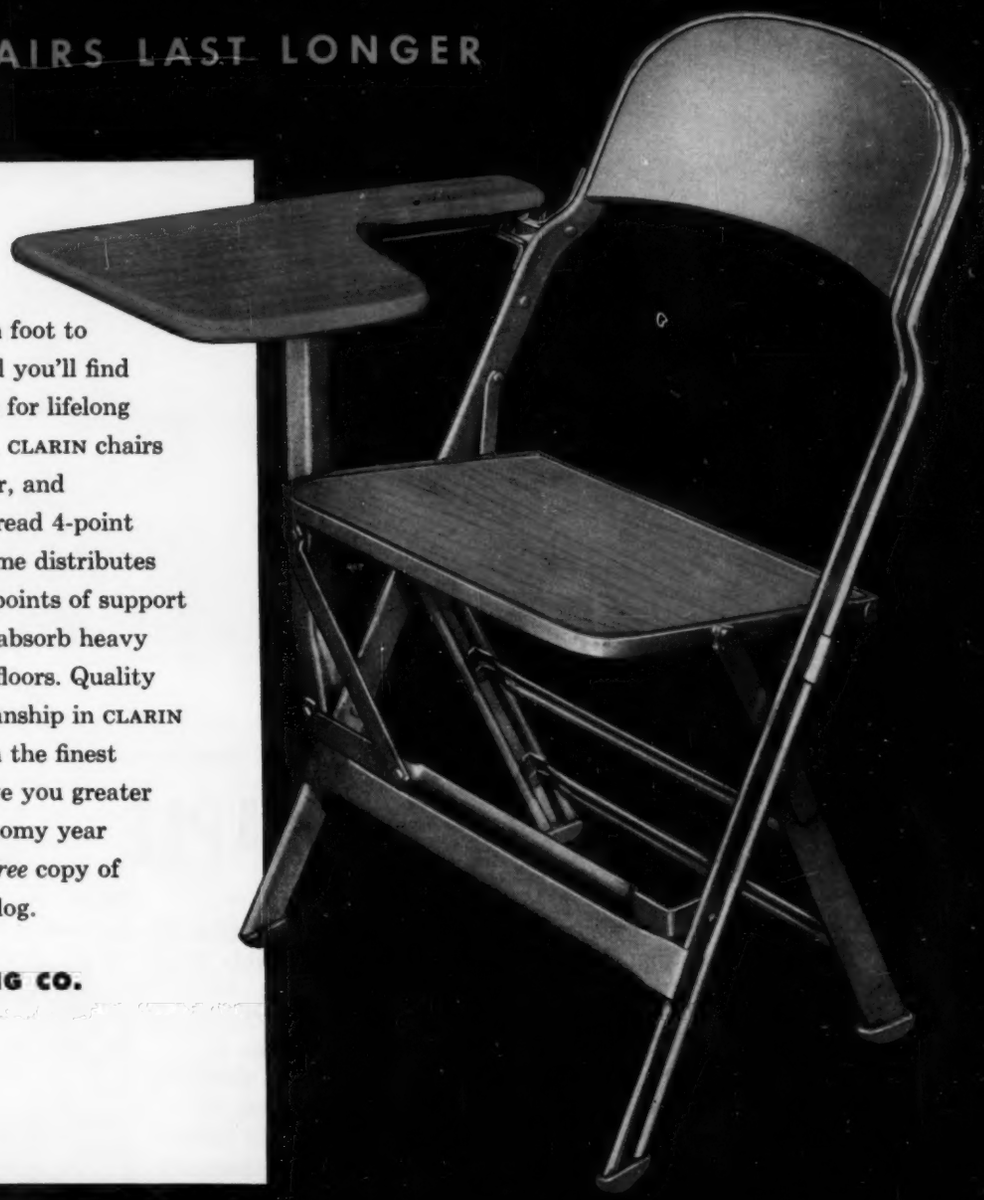

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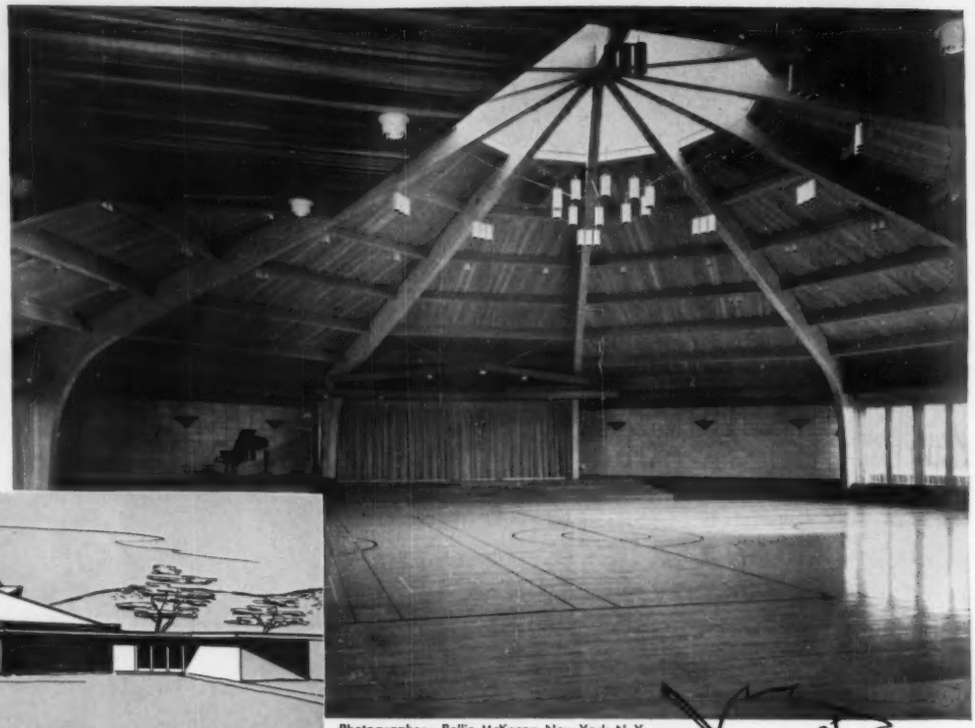


John M. Reeves Student Union Building, Centenary Junior College, Hackettstown, N.J. Architect: Jan Hird Pokorný, New York, N.Y. Gen'l Contractor: Fred J. Brotherton, Inc., Hackensack, N. J. Accorded Award of Merit for excellence of design by American Institute of Architects, 1955.

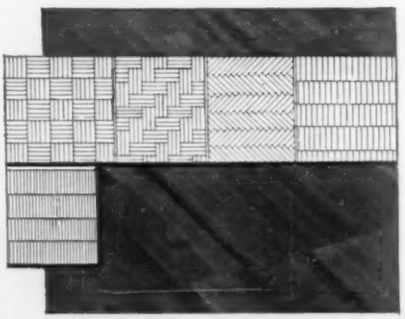
Photographer—Rollie McKenna, New York, N. Y.

the finest floor that grows

and by no means least of its many merits—

NORTHERN HARD MAPLE

Architect Pokorný's emphatically modern version of poet Coleridge's "stately pleasure-dome" of Kubla Khan is the campus center of fun and relaxation. Its expansive polygonal floor areas of fine **MFMA** Northern Hard Maple see strenuous daily service as an auxiliary gym, for dancing, basketball, paddle tennis, shuffleboard, ping-pong, theatricals, musicales, recitals, lectures. Generations of students will carry away memories of carefree, joyous hours. The College's administrators may draw vast satisfaction from the long, thrifty service this enduring, *traditionally American* floor will deliver. *True* Northern Hard Maple is guaranteed unequivocally by **MFMA** as to species, as to exactness of dimension and as to rigid enforcement of official (federally recognized) grading specifications. By specifying **MFMA**-marked flooring, you may be sure of getting "the finest floor that grows."



Beauty! Variety! Versatility! MFMA Northern Hard Maple offers design resources almost endless. Regular strip and assembled block and pattern designs for laying in mastic, directly over concrete sub-floor. Patterns include the popular end-to-end design.

See SWEET'S — Arch. (1955) 12J-Ma for suggested specifications and full technical data.

MAPLE FLOORING MANUFACTURERS ASSOCIATION
Suite 588, Pure Oil Building, 35 East Wacker Drive
CHICAGO 1, ILLINOIS

The right windows make a REAL DIFFERENCE . . .

Ask the school custodian!

He'll tell you how easy it is to screen and clean Fenestra* Intermediate Steel Windows safely—and economically—from the *inside,* without ladders or scaffolds. He knows, too, that your school will save on maintenance. Every window member is steel—for strength. Sturdy hardware stays firmly attached. And if you specify Super Hot-Dip Galvanizing, you'll save additional thousands of dollars in painting costs every few years.

Create Ideal "Learning Atmosphere"

These beautiful steel windows let in more daylight because the steel window members are rugged, yet slender. So you get more glass area and clear vision view per window opening.

They give you better ventilation, too. Tilt-in vents bring in plenty of fresh air, *without* drafts . . . shed rain to the outside. Other vents project out to form weather-protective canopies over their openings.

For further information, call your Fenestra Representative. He's listed in the yellow pages of your phone book. Ask for your authoritative booklet, called *Better Classroom Daylighting.* Or write Detroit Steel Products Company, Dept. AS-11, 2256 East Grand Blvd., Detroit 11, Michigan. *®

Fenestra | **INTERMEDIATE STEEL WINDOWS**

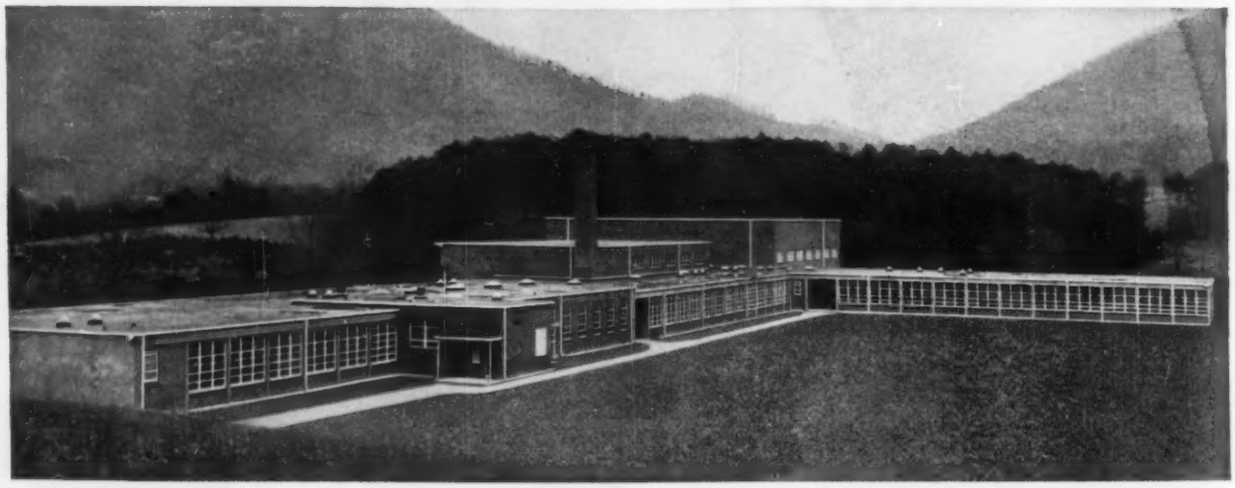
Architectural, Residential and Industrial Windows • Metal Building Panels
Electrifloor* • Roof Deck • Hollow Metal Swing and Slide Doors

INDIANA. Orchard Park Elementary School, Highland, Indiana. *Architect:* Bachman & Bertram, Hammond, Indiana. *Contractor:* John F. Rahn, Inc., East Chicago, Indiana.

ILLINOIS. Lincoln Way High School, New Lenox, Illinois. *Architect:* Childs & Smith, Chicago, Illinois. *Contractor:* Robert G. Regan Co., Joliet, Illinois.

MASSACHUSETTS. LaSelle Junior College, Newton, Mass. *Architect:* J. Williams Beal Sons, Boston, Mass. *Contractor:* Park Construction Co., Inc., Boston, Mass.

N. Carolina School Board Specifies Combustioneer Stokers In New 5-Building, $3,235,000 Program!



Buncombe County School Board bases choice on Combustioneer's patented respirator, extended worm gear features, low initial cost.

In the past 25 weeks, five of the most modern, up-to-date school buildings to be found anywhere in the nation have opened their gleaming doors to more than 3,000 students in Buncombe County, North Carolina. Over $3,235,000 have gone into this new building program . . . with the school board, the architects and the builders working hand in hand . . . assuring each voter that every tax dollar is getting a full 100c worth of school.

A. C. Reynolds High School *(above)*, located in Biltmore, is certainly one of the most beautiful of all. Designed by the firm of Lindsey Madison Gudger, Asheville architects, the building boasts of 72,000 square feet of functional floor area—and was "delivered" to the school board early in 1955.

Shown are (right to left): Mr. T. C. Roberson, Superintendent of Buncombe County Schools; Mr. R. A. Tomberlin, Assistant, and Mr. Oliver Spencer, Jr., Combustioneer District Manager for North and South Carolina. Mr. Roberson gave four reasons for the board's selection of Combustioneer Stokers: (1) Price, (2) Extended Worm Gear, (3) Automatic Respirator, (4) Combustioneer's Performance.

All five of these new Buncombe County school buildings are heated with the latest model Combustioneer Bin-Feed Stokers!

Combustioneer Stokers were the natural selection. Exclusive, patented features contained only in Combustioneer Stokers provide the most even, constant, superbly economical heating systems available. The *Agitating Transmission*, for instance, keeps the fire-bed open and free-burning. The famous Combustioneer *Automatic Respirator* controls the air delivery for maximum combustion and smoke-free stacks. (Heating engineers are overwhelmingly enthusiastic about these two exclusive Combustioneer features!)

There's a Combustioneer Hopper or Bin-Feed Stoker just right for any application—and they range in size from 9 to 1,000 lbs. per hour. So, for the very latest in economical heating, with savings up to 25% and more, write today for Combustioneer's new folder "The Buncombe County Story"—which gives factual data on these five new school buildings.

COMBUSTIONEER DIVISION
THE STEEL PRODUCTS ENGINEERING COMPANY
1259 West Columbia Street, Springfield, Ohio

Combustioneer

LOW AND HIGH PRESSURE OIL BURNERS • GAS BURNERS
OIL, GAS, COAL FURNACES • STOKERS • HUMIDIFIERS

Why are factory-built cabinets best for schools?

To be sure, cabinets can sometimes be built on the job for lower initial cost. But school records prove that they are far more expensive in the long run.

Schools that install Mutschler factory-built cabinetwork report it is so well built, so durable they consider it as non-depreciative as the building itself. On-the-job cabinetwork just cannot measure up to this kind of quality.

From trees felled on company-owned tracts to installed cabinetwork, Mutschler factory-built cabinets are under the careful supervision of skilled craftsmen. And more than a million dollars worth of specialized machinery is used in their fabrication. No contractor or carpenter has the time, nor the equipment, to build homemaking cabinets that give service like those made by Mutschler.

Then there is the matter of finishes. All Mutschler natural-grain cabinetwork is finished with DuPont *Dulux* . . . which cures by chemical reaction in the presence of heat and a chemical catalyst. It is extremely scratch-resistant, and is unharmed by nearly any solvent or solution. This kind of finish cannot be properly applied without factory equipment.

Also, cabinetwork should be planned for most efficient use. Mutschler sales engineers are specialists in the planning and equipping of school homemaking and foods departments, arts and crafts rooms, and storage areas. This planning help is available at no extra cost when you specify Mutschler.

Such a great number of the nation's schools have found they get more for their money with Mutschler. Why not investigate comparative costs and services before you build or remodel? Call or write your nearest sales office below.

HOMEMAKING foods laboratory and sewing room at South High School in Minneapolis, Minnesota. This installation handled by Haldeman-Homme, Inc., St. Paul 14, Minn.

FOR—Foods Laboratory
Laundry Area
Arts & Crafts
Clothing Laboratory
Sewing Laboratory
Grooming Area
Home Management Area
Child Care Area
General Storage Areas

Mutschler
SCHOOL EQUIPMENT

Finest in domestic and institutional cabinetwork since 1893!

SALES OFFICES

NORTHEAST
RAY S. SNYDER COMPANY—New York 17, N.Y.; Conn., Mass., R.I., New Jersey (North)
CARBEAU, INC.—Boston, Mass.; Maine, Vermont, New Hampshire
W. S. BALLOU—Massapequa, L.I., New York; New York City, Long Island
SCHOOL EQUIPMENT, INC.—Syracuse 3, N.Y.; New York State
AMERICAN SEATING CO.—Philadelphia 30, Pa.; Pennsylvania, New Jersey (South), Delaware

SOUTHEAST and SOUTH
SOUTHERN DESK COMPANY—Hickory, N. Carolina; Maryland, West Virginia, Virginia, North Carolina, Tennessee, Mississippi
AMERICAN SEATING CO.—Atlanta 3, Georgia; South Carolina, Georgia, Alabama, Florida
ALL STATE SUPPLY COMPANY—Little Rock, Arkansas; Arkansas

NORTH CENTRAL
HALDEMAN-HOMME—St. Paul 14, Minnesota; Minnesota
V. A. STUMP—Middleton, Wisconsin; Wisconsin
P. O. WILKIN—Dearborn, Michigan; Michigan
J. S. LATTA AND SON—Cedar Falls, Iowa; Iowa
I. P. REIGER COMPANY—Bellwood, Illinois; Illinois
BURNS SALES COMPANY—Indianapolis 8, Indiana; Indiana
KYSER SALES COMPANY—Warren, Ohio; Ohio

CENTRAL
HOOVER BROTHERS—Kansas City 6, Missouri; Nebraska, Kansas, Missouri (Western)
CENTRAL SCHOOL SUPPLY CO.—Louisville, Kentucky; Kentucky
LEN A. MAUNE CO.—St. Louis 17, Mo.; Missouri (Eastern)

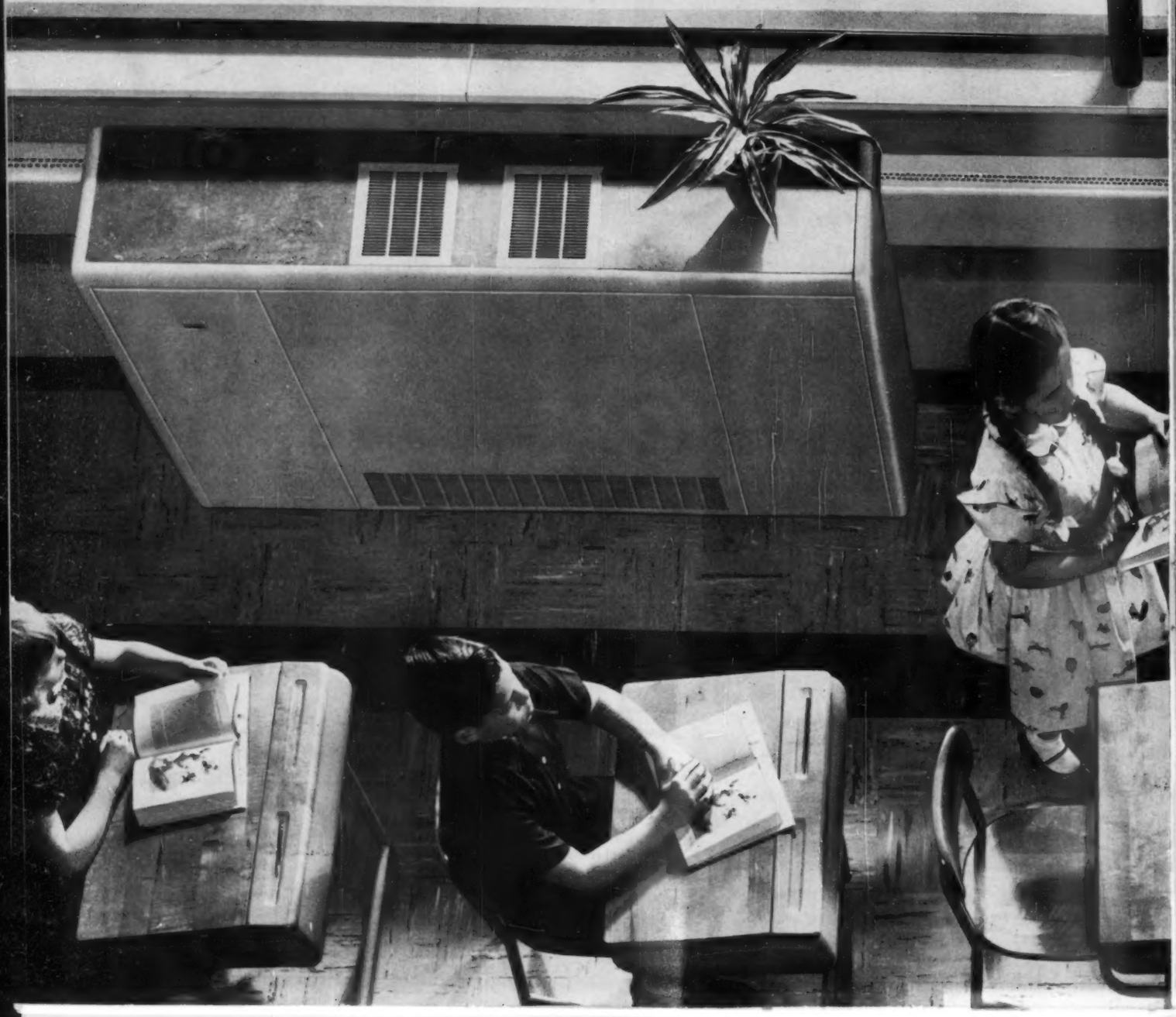
SOUTHWEST
W. C. HIXSON COMPANY—Dallas 2, Texas; Louisiana, Oklahoma, Texas, New Mexico
PBSW SUPPLY COMPANY Phoenix, Arizona; Arizona

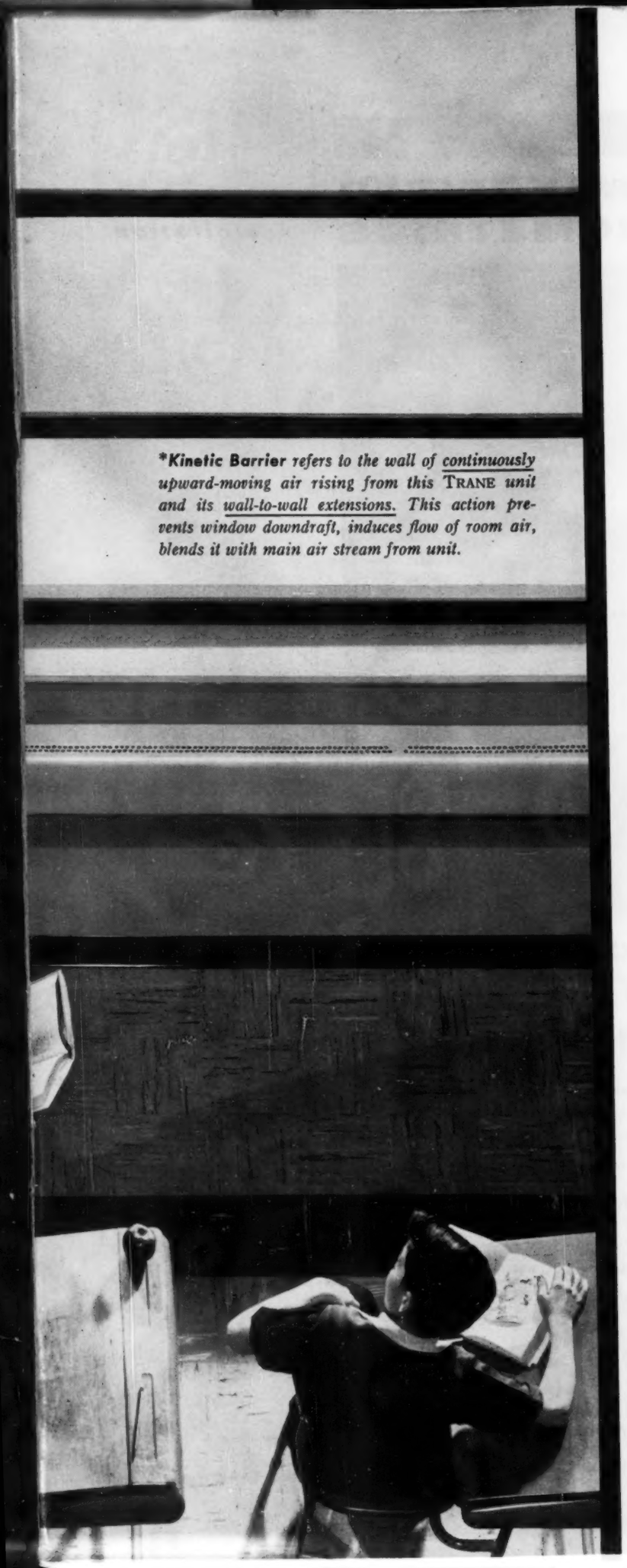
WEST
AMERICAN SCHOOL SUPPLY CO.—Denver 2, Colo.; Colorado, Wyoming (Eastern)
HULL EQUIPMENT COMPANY—Salt Lake City 3, Utah; Nevada, Idaho, Wyoming (Western), Montana
AMERICAN SEATING CO.—Los Angeles 3, California; California (Southern)
AMERICAN SEATING CO.—San Francisco 24, California; California (Northern)

NORTHWEST and OTHERS
MUTSCHLER BROTHERS CO.—Nappanee, Indiana; Oregon, Washington, North Dakota, South Dakota, Illinois (Southern)
TOM DEWEY & COMPANY—Lanikai, Hawaii; Hawaiian Islands

Now! Solution for the special draft problem created by walls of glass in modern schools!

New Trane Unit Ventilator with Kinetic Barrier action stops window downdrafts before they start!*





**Kinetic Barrier refers to the wall of continuously upward-moving air rising from this* TRANE *unit and its wall-to-wall extensions. This action prevents window downdraft, induces flow of room air, blends it with main air stream from unit.*

New Trane system uniformly conditions every corner, every minute . . . no matter whether unit is heating, ventilating or cooling!

Modern schools *created* it—this very special problem — *wall-of-glass* downdrafts! That steady stream of icy air that flows down along walls of glass and into the classroom. *Day-long downdrafts* that can chill and annoy every minute the room is occupied.

Now there's a solution! New TRANE KB Unit Ventilators actually accomplish what authorities have long agreed would be the ideal. *Full-time* and *positive* draft elimination!

While the "blanketing" of windows during the *heating* cycle has been common practice for years, this still leaves pupils exposed to downdrafts—because *cooling* with outside air is required about 75% of the time, even in winter.

The need is for *full-time* draft elimination. And TRANE has it. New TRANE KB Unit Ventilators operate *even when the room heat is off!*

New positive approach! Unlike systems that try to correct downdrafts *after* they form, TRANE KB Unit Ventilators employ *Kinetic Barrier** action —the *positive* approach—*and stop drafts before they start!*

The air is delivered under *constant pressure—from wall-to-wall extensions*—for truly *uniform* ventilation. No hot spots, no cold spots . . . no stale air pockets *anywhere . . . or at any time!*

Ask your architect, engineer or contractor to get the full details from his nearby TRANE Sales Office, or write TRANE, La Crosse, Wis.

EVERY FEATURE FOR QUIET OPERATION, LOW MAINTENANCE, LASTING BEAUTY!

- **Low velocity fans** *assure quiet operation.*
- **Resilient motor mounts** *minimize vibration.*
- **Exclusive bearing-shaft** *arrangement contributes to smooth operation.*
- **Rubber dirt seal** *prevents heat streaks.*
- **Removable panels** *give easy access.*
- **Trim intake boxes** *assure attractive exterior walls.*
- **Baked on finish** *resists scuffs.*
- **Decorator styling** *available in six colors.*
- **Color-keyed tops** *blend with or complement* TRANE *standard finishes.*

Specify TRANE matched products for all your school heating and ventilating needs.

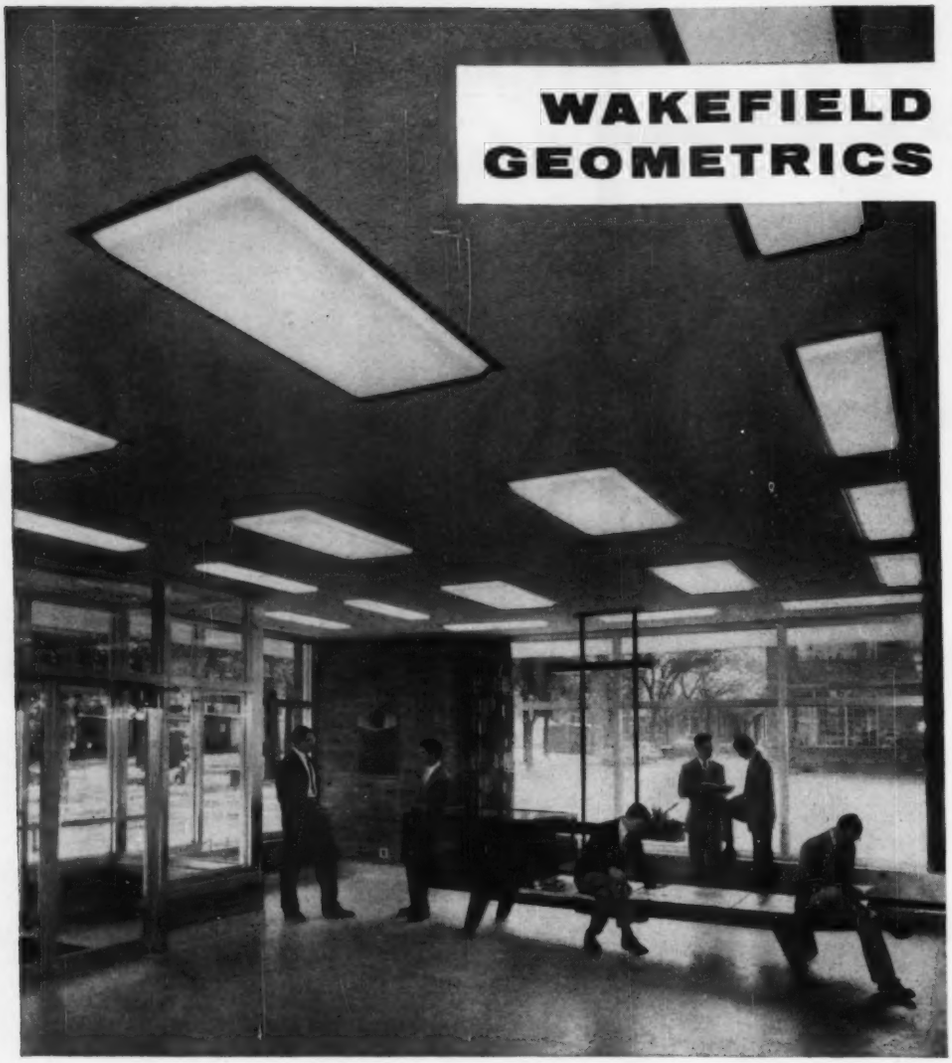
VOLUME VENTILATORS for auditoriums, gyms; *CONVECTORS* for stairways, hallways; *WALL-FIN* for long, low window runs; *FANS & COILS* for efficient air handling applications; *STEAM SPECIALTIES* for a complete line of valves, traps, vents.

TRANE

MANUFACTURING ENGINEERS

One source, one responsibility for:
Air Conditioning • Heating • Ventilating
Heat Transfer Equipment

The Trane Company, La Crosse, Wis. • Eastern Mfg. Div., Scranton, Pa. • Trane Co. of Canada, Ltd., Toronto • 90 U.S. and 17 Canadian Offices.



WAKEFIELD GEOMETRICS

Another Installation

William E. Wickenden Electrical Engineering Building, Case Institute of Technology, Cleveland, O.

Architects and Electrical Engineers: McGeorge-Hargett and Associates.

Electrical Contractor: Dingle-Clark Company.

Lobby of New Electrical Engineering Building at Case Institute of Technology

lighted by Wakefield Beta Units

Setting the keynote of this new building is its handsome lobby, where Wakefield Beta units have been used to supplement the daylight and complement the simple modern design.

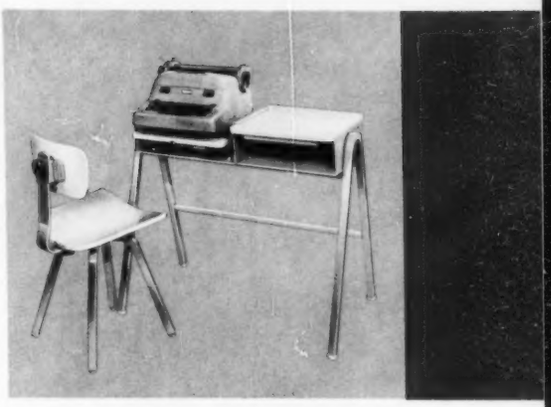
Beta recessed luminaires are often specified for this type of area in colleges and schools, as well as for classrooms and laboratories. The Rigid-Arch plastic diffusers distribute the light evenly throughout the room, providing a comfortable environment with a minimum of direct or reflected glare. And when the lamps are not lit, their matte finish prevents mirroring of reflections from the windows.

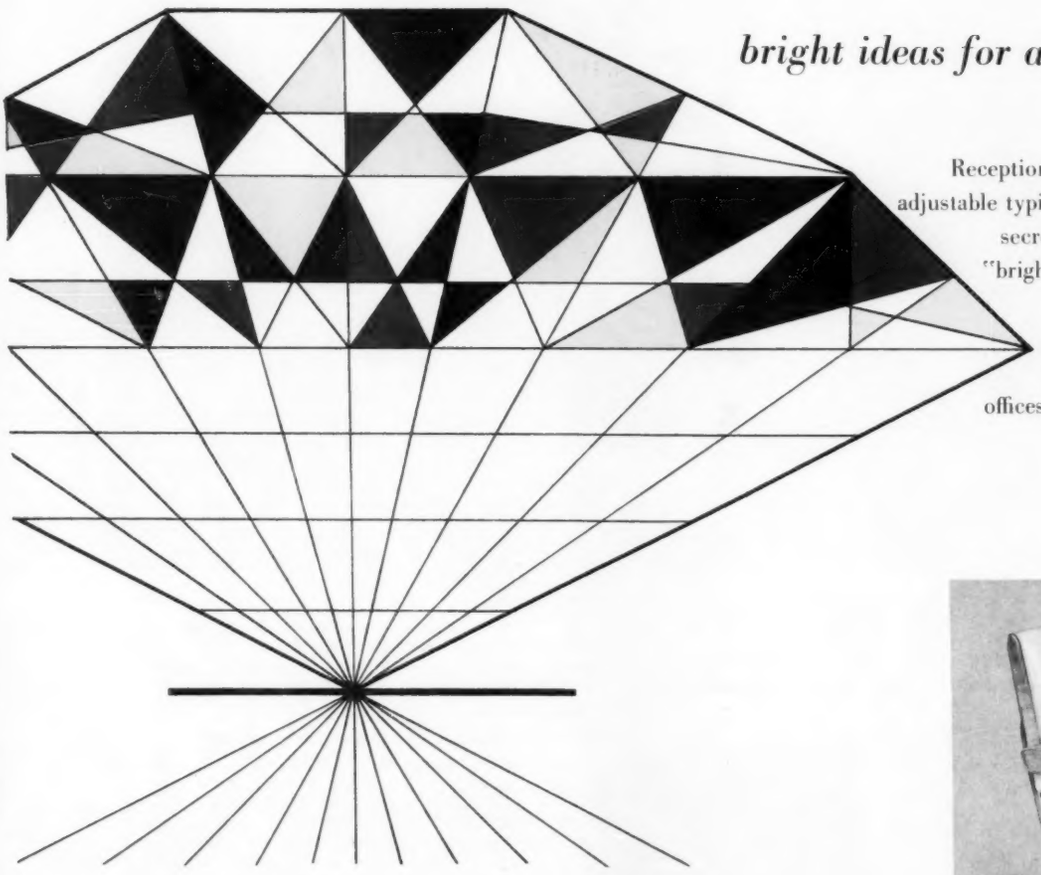
Beta units come in four sizes: 4′x4′, 2′x4′, 2′x2′ and 1′x4′. Write for a brochure describing and illustrating Beta and other Wakefield Geometrics in considerable detail.

Wakefield Sigma, Cavalier, Grenadier and 35.65 Industrial units are installed in other areas of this modern building, which is virtually a laboratory of illumination.

THE WAKEFIELD COMPANY
VERMILION, OHIO

WAKEFIELD LIGHTING LIMITED
LONDON, ONTARIO





bright ideas for attractive offices

Reception room armchairs, executive chairs, adjustable typing desk and chair sets for secretarial classes—and dozens of other "bright ideas" await you at *Royal*. For more than 50 years, *Royal* has helped with furnishings for dormitories, classrooms and offices. We think we can be of help to you.

professional **Royal** *furniture*

ROYAL METAL MANUFACTURING COMPANY
175 North Michigan Avenue • Chicago 1, Illinois
Offices and plants from coast to coast

No. 1265 Posture Chair

Designed specifically for healthful, firm support, this distinctive posture chair features molded latex foam rubber seat. Unique 4-way adjustable backrest hugs shoulders...can be adjusted in...out...up...or down. New snap-on feature permits thorough cleaning or quick replacement of seat. All welded tubular construction. Molded rubber scuff guards on island type base.

No. 621-T Swivel Stool

With round 14″ diameter, heavy gauge debossed steel seat fitted with tempered Masonite panel. Tubular frame and channel footrest all welded. Micro-Hite seat adjustment for instant raising or lowering. Adjustable height range from 27″ to 33″.

No. 1664 Single Pedestal Table

Royal's top table value is this handsome single pedestal model. The focal point of interest lies in the smart, pillar base formed of sturdy sheet steel and finished in black crinkle. Gleaming satin finish kick-plates prevent scuffing...add a dramatic accent to styling. Genuine Royaloid (formica) top is bordered with bright aluminum. Top sizes: 30″, 36″, or 42″ rd. or sq. Height: 29″.

Top honors in schools across the nation... Royal Metal Furniture

No. 924N Chair

A distinctive metal and wood combination. Saddle-shaped seat of natural finish maple or birch stock is complemented by gleaming, all welded tubular steel frame. Sturdy back slats provide ample support. Wall-saver legs are flared...preventing walls from being marred. Frame is finished in Plastelle enamel.

No. 881-885 Settee and Chair Ensemble

This compact smart ensemble was rigidly constructed to endure heavy traffic. Gracefully arched arm rests of satin finished chrome outline the luxurious padding of this impeccably tailored group. The settee comfortably seats three. Both pieces feature spring construction in reversible cushions. Equipped with self-locking floor glides.

Royal Metal Furniture Company, Dept. 2311
175 No. Michigan Ave., Chicago 1, Illinois

Please send me full information on your distinctive line of school furniture.

Name_____

Address_____

City_____ Zone___ State_____

No. 1250 Library Shelving

Simple, sturdy Royal shelving is gaining rapid recognition in institutions everywhere. Devoid of complex construction, it is easy to install. Extremely durable, with no rough edges, it is quality crafted for years of service. Each section has 6 shelves and back panel. Library section illustrated measures 36″ x 78″ x 10″. Additional sections can be added.

Royal®

METAL FURNITURE SINCE '97

ROYAL METAL MANUFACTURING COMPANY • 175 No. Michigan Ave., Chicago 1, Ill.
Factories: Los Angeles • Michigan City, Ind. • Plainfield, Conn. • Warren, Pa. • Walden, N.Y. Southfields, N.Y. • Galt, Ontario
Showrooms: Chicago • Los Angeles • San Francisco • New York City
Authorized dealers everywhere

175 North Michigan Avenue • Chicago 1, Illinois
Offices and plants from coast to coast

DESIGNED WITH
BETTER DAYLIGHTING
IN MIND
Architect: Edgar S. Wortman and Hilliard T. Smith, Jr.
Glazing Contractor: Pittsburgh Plate Glass Company West Palm Beach, Fla.
Superintendent of School: Mr. Howell L. Watkins
Principal: Mr. Charles Wilson

Efficient Use of Translucent, Light Diffusing Glass Provides Plenty of Eye-Easy Illumination

Careful attention was given to the type and properties of glass used in the South Olive School, West Palm Beach, Florida. Every classroom is bright with natural light—yet there is no glare to distract or tire young eyes. The upper three lights of Mississippi's popular Pentecor pattern throws softly diffused daylight deep into interiors—eliminating harsh contrasts and shadows. Following modern practice, two lights of clear glass provide a vision strip. Clerestory windows are glazed with Hammered Coolite, Glare Reduced, flooding interiors with glare free light, without undue heat—for Coolite absorbs up to 50% of solar rays.

Make the most of daylight in your building. Mississippi Glass is available in a wide variety of patterns and surface finishes to fit any daylighting problem within any school building budget.

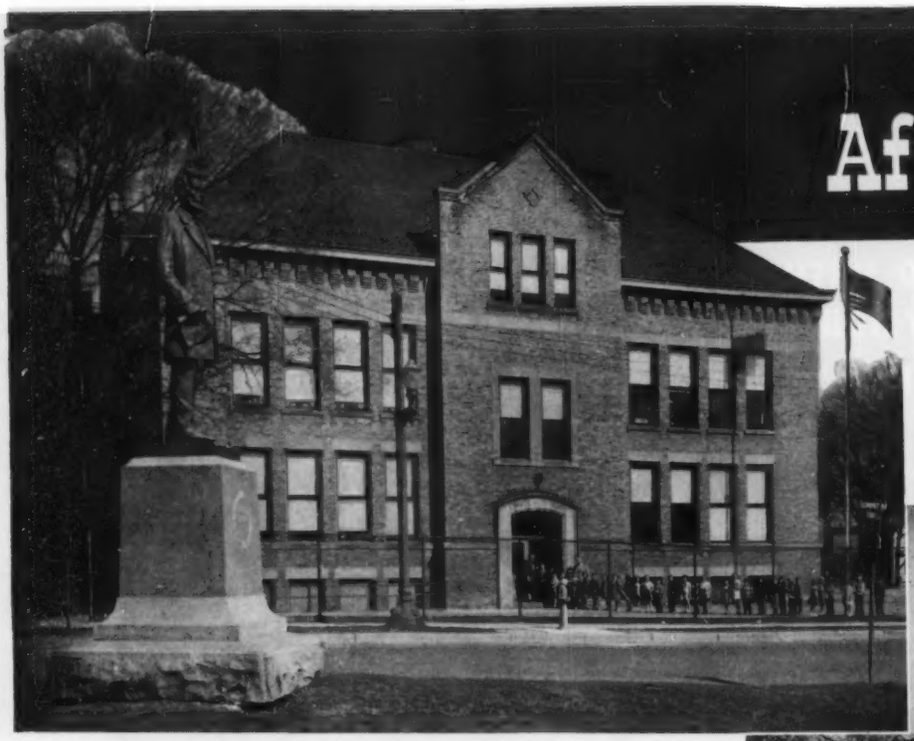
Write today for free literature. Address Dept. 14.

MISSISSIPPI Glass COMPANY

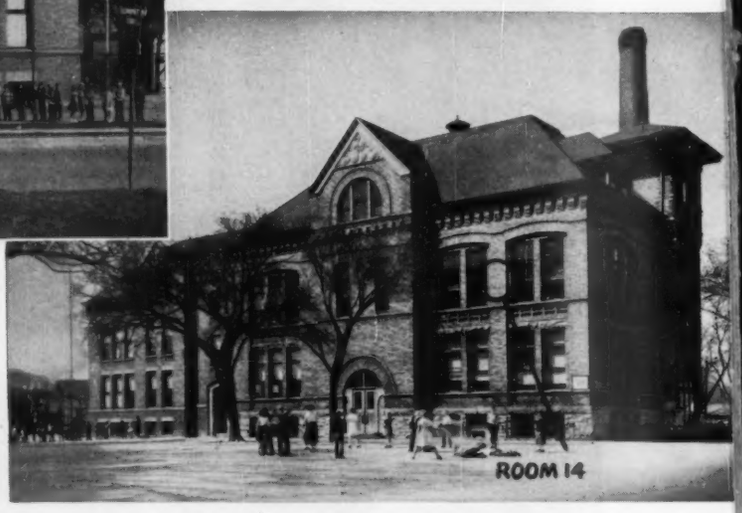
88 ANGELICA ST. SAINT LOUIS 7, MO.
NEW YORK • CHICAGO FULLERTON, CALIFORNIA

WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

After 50 Years

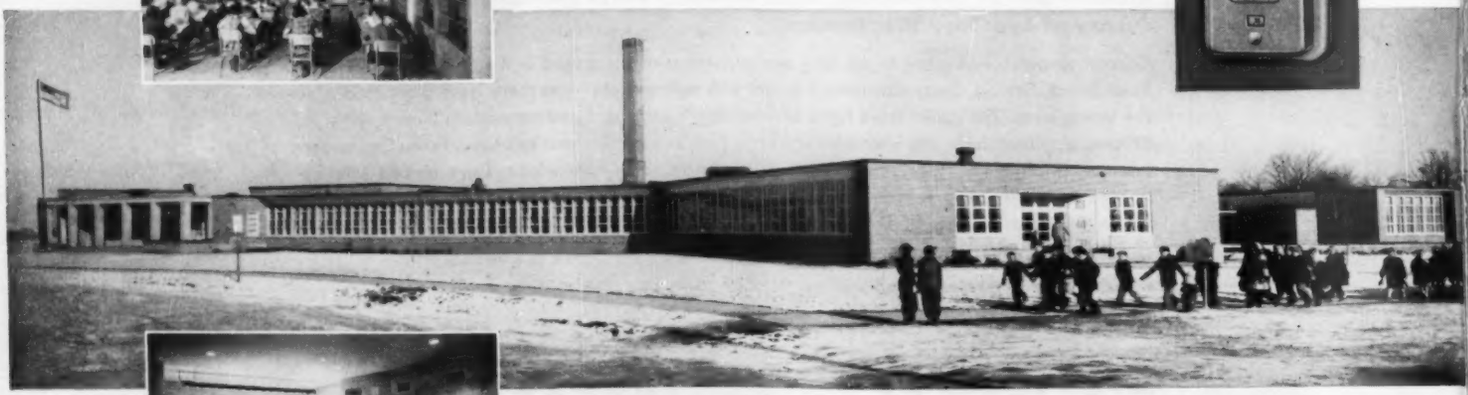


LINCOLN SCHOOL
RACINE, WIS.
POWERS TEMPERATURE CONTROL
Installed here in 1903



Above: One of a number of old and modern schools in RACINE equipped with Powers Control.

Below: RACINE'S New JERSTAD-AGERHOLM SCHOOL Completed in 1952 is also Powers controlled. Only a portion of the building appears in the photo. It has 14 classrooms, an administration and community center, playroom and kitchen, and audio-visual room. It is attractive inside and out—heating and ventilation are maintained with utmost economy.

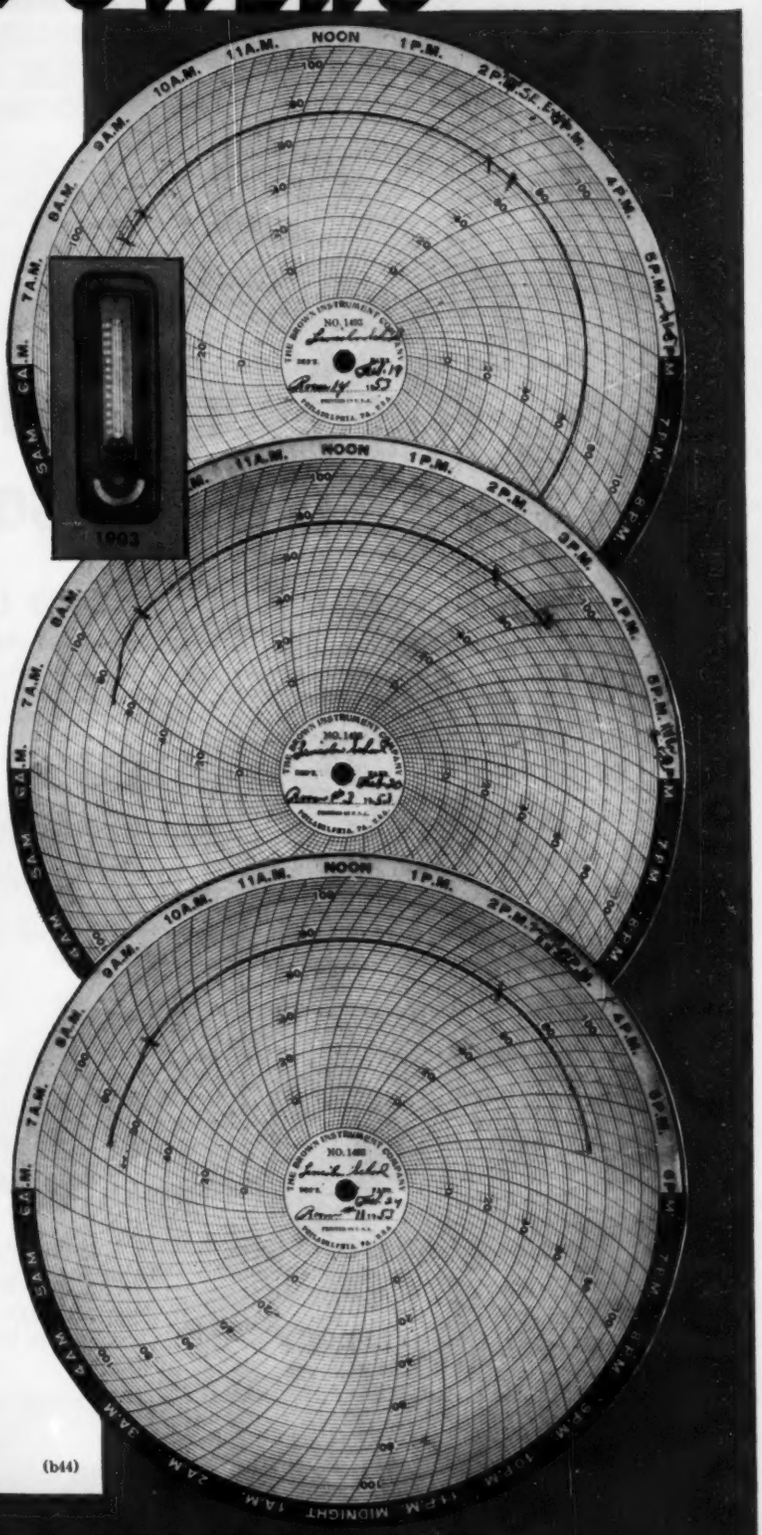


Architects and Engineers: WARREN S. HOLMES CO., Lansing, Mich.
Heating Contractor: N. A. THOMAS CO., Racine, Wis.

this test shows POWERS

Pneumatic System of

TEMPERATURE CONTROL IS STILL GIVING ACCURATE REGULATION



Miss K. Mart, Teacher in Room 14 Lincoln School, Racine, Wis. "T" is POWERS *Type A* Thermostat installed in 1903. It controls mixing dampers. Thermostat was set for 75° F. Note even control during schools hours. "RT" is Recording Thermometer which made charts at right in February 1953.

How is it possible for Powers systems to often give 25 to 50 years of dependable service?

Since 1891 outstanding features of a Powers thermostat have been: its powerful VAPOR-DISC with GRADUAL-ACTION and its famous non-bleed double valve. Proof of its superiority is revealed in the performance record shown here—as well as in many other old schools.

To get more years of better performance, greater comfort and fuel economy — install a POWERS pneumatic system of temperature control.

(b44)

THE POWERS REGULATOR COMPANY

SKOKIE, ILLINOIS

OFFICES IN OVER 50 CITIES IN U.S.A., CANADA, AND MEXICO • SEE YOUR PHONE BOOK

OVER 60 YEARS OF AUTOMATIC TEMPERATURE CONTROL

Wherever school buses operate there's a winter-safe Goodyear tire

GRIP-TRED*
for mud and snow

HUNDREDS OF CLEATS, nearly 2,000 sharp edges, deeply indented shoulders and broader, flatter tread, give you SAFER TRACTION in deep snow and mud.

ROAD LUG
for on- and off-the-pavement

DEEP, HEAVY, CROSSBAR LUGS and "full-traction" shoulders for SAFER TRACTION on the highway or country road. Continuous center rib for smooth rolling, long wear.

STEEL GRIP*
for ice and packed snow

THOUSANDS OF STEEL CLAWS give you dig-in traction on hard-packed snow, ice and rain-slick roads. "Traction wave" spreads claw action over entire width of tread, ends traction-loss from grooving. Extra bonus of springtime mileage after claws are worn down!

and they're all built with
3-T CORD
GREATEST TIRE SAVER IN 20 YEARS!

Goodyear's exclusive process 3-T cord is the most durable Goodyear has ever produced. It cuts delays, repairs and tire-cost-per-mile to lowest points ever. Get all the facts before you buy or specify *any* school bus tire!

*Also available in similar treads for automobiles.

GOODYEAR TIRES

Look for this sign; there's a Goodyear dealer near you.

GOODYEAR

Grip Tred, Road Lug—T. M.'s The Goodyear Tire & Rubber Company, Akron, Ohio

MORE PEOPLE RIDE ON GOODYEAR TIRES THAN ON ANY OTHER KIND

SPECIFICATIONS...

for Satisfying School Seating...

To Answer All These Specifications:

GRIGGS AIRLINER No. M-700 Desk with No. 740 Chair

FRAME: Welded, Heavy-Gauge Tubular Steel

BOOK BOX: Die-formed, heavy-gauge, embossed for strength.

DESK TOP: Sturdy Hardwood Plywood. With or without plastic face.

COLORS:
METAL: (Check One) Taupe, Beige, Coral, Sage Green, or Ocean Blue.

WOOD: Natural or School Brown.

CHAIR: Tubular frame, comfortably curved plywood seat and back.

LASTING QUALITIES: Good for Years.

Any information not covered in above specifications can be secured by writing your Griggs Distributor or direct to

Griggs
Equipment Company

BOX 630
BELTON, TEXAS

TODAY'S *New Look* IN SCHOOL FURNITURE WILL BE UP-TO-DATE FOR YEARS!

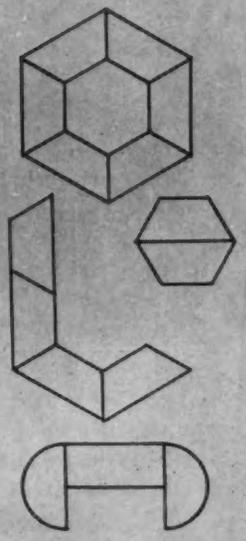
KUEHNE
(SAY "KEE-NEE")

A Kuehne "First" In School Furniture Construction

All Kuehne Tables and Desks are reinforced to double thickness around edges to insure true straightness and eliminate warping.

Trapezoid, Half-Round and Rectangular Tables permit limitless interesting and convenient classroom groupings. Their adaptability also makes them equally useful in lunchroom, study room, library, anywhere tables are needed.

Storage Shelves, accessible from both sides of table, are recommended because they provide extra space for books, papers, personal belongings, etc.



SPECIFICATIONS

Tops, General Electric Textolite bonded to 13-ply hardwood. Reinforced, firmly-braced legs, 1¼" tubular steel with ferrule-type, self-leveling glides. Available in 5 heights: 21", 23", 25", 27", 29". Choice of three colors or satin chrome on metal parts.

It's ready now, this classroom furniture of the future—as beautifully simple and uncluttered in styling as it is practical and versatile in use.

Kuehne has built it strong and rugged, but light enough to move about freely. It is virtually wear-proof and scratch-resistant . . . cheerfully, durably finished to harmonize with any color scheme . . . literally maintenance-free. And most important, it fits well within the most modest budgets.

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The School Superintendent's Struggle for Maturity

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Superintendent of Schools
Lead, S. Dak.

The initial stage in the development of school superintendency as a profession was characterized by the efforts of early superintendents to get hold of enough power to be effective as executives. The power had to be wrested from lay boards of education in whom it reposed by tradition. It took time and travail for the tradition to be broken and replaced with better theory and practice. For the most part the issue is resolved. Only in a few backward school systems today can it be said that school superintendents are not accorded reasonably adequate executive powers, so far as boards of education are concerned.

Professional Curriculum Barrier

The second step in maturation for school superintendency, logically if not also chronologically, was featured by the creation of a professional curriculum. Along with that development came a supply of college instructors to impart the curriculum to trainees. One of the reasons for the slowness with which adequate executive powers had been relinquished to early school superintendents by boards of education was that the superintendents knew far too little about school administration. The essential knowledge and required skills had not yet evolved into an organized curriculum for training use. There was no professional library for either trainees or practicing superintendents.

The pressing need for trained school superintendents, however, brought college courses in school administration and the instructors to teach them. To begin with, the courses, the textbooks, the reference materials, and the instructors were inadequate. The textbooks followed the pattern of early textbooks in English, history, physiology; they stressed form and framework rather than vital processes. Their authors, who were usually from among the professors who did the teaching, looked out upon school systems, organized and operating, and saw the results of the administrative processes but could not see the processes. They had had little or no practical experience of their own, as a rule, to draw upon and there was, in those days, no other source for tested ideas.

These professor authors, to pursue an example, saw the school buildings and named them the school plant and wrote chapters thereon. But the chapters failed to sound the ring of pertinency because they did not contain information about the daily cares and perplexing problems entailed. They omitted discussion of the kind of arguments that are most persuasive with boards of education in getting building programs adopted in the beginning. They revealed little of real consequence about the arguments, procedures, and devices essential to winning a bond election to bring the funds to support a building program. The chapters failed to outline the need for sweat and toil, and maybe prayer, on the part of the school superintendent in getting sound educational features into the architectural plans, out of his own ideas and those of the architect and those wrung from teachers and principals. The chapters on school plant were usually silent, too, on what effective response a superintendent can give to quiet the taxpayers when they ultimately find out how much the building bonds really do increase their taxes in spite of the playdown on this point during the campaign. There was silence, too, on how to get exalted effort from that species of humankind that must be depended upon for the custodial care of school buildings after they are put into use.

These omissions in connection with the school plant exemplify how the early texts and the early courses in school administration failed to cover in even reasonably adequate fashion any of the harassing and vexing problems of the harnessed and perspiring school superintendent. In lieu of vital and crucial matter the early texts and courses dealt with the relatively easy principles of school organization that were reducible to flow charts and pretty diagrams. For filler material they used inane statements the counterparts of which would have been barred with derision from the literature of a maturer profession.

Barriers of Attitude

Even the attitude of these early professors of school administration was a barrier to proper progress in developing a sound curriculum and literature for the school executive. The professors in their books and courses not only stressed organization instead of processes but they denied the need of teaching anything more practical. The contention was that all a school superintendent needed was to know how a school

system should be organized in its power relationships and then be master of a few tenets of educational philosophy and he was prepared for operative school administration. Give him big ideas and he will find the needed procedures for putting them into action, was the hypothesis. And many of the superintendents did manage to get along on such skimpy curricular and training rations. They did so, however, in spite of their training rather than because of it. They found other sources of help, such as those in their own reserves of natural capacity or those they drew upon by interrogating seasoned associates in the profession who had learned hard lessons in the rough school of experience.

But many of the early superintendents failed. I am old enough that I knew many of the early-day superintendents who did fail. For most of them it was easy to see why they failed. They had not been trained to grapple with the knotty problems they found confronting them in practical administrative situations. For the most part they had not even been warned that there might be such problems to face.

The attitude of the early professors of school administration was contrary, moreover, to the attitude of trainers in other professions. The medical profession had long placed heavy emphasis on techniques and procedures in its training program. Inculcation in the high principles of the calling were not slighted, but to them, as the chief burden of the training from early days on, came persistent emphasis on techniques and procedures. The minutest details about setting bones, sewing up surgical incisions, checking allergies, and so on were and are rigorously taught without apology.

The superintendent now wields adequate executive power to do his job. How long will it be before he can assume his deserved stature and dignity?

Engineers and lawyers and nurses and even school teachers are trained in techniques and procedures. In fact, the school superintendent has been about the only professional trainee denied introduction to techniques and procedures before their necessity is forced upon him in the field as less than a half-armed neophyte.

Happily, it can be said that today's trainers of school superintendents have an improved attitude. All or most of them today acknowledge the need for preparing their trainees more specifically for their future jobs by instructing them in tested techniques and by teaching them how to deal with the vital processes inherent in a typical community school situation.

This change in attitude on the part of those who train school superintendents is evidence in itself of the maturing of the profession of school superintendency. In the infancy of the profession the trainees were more docile. They accepted the training crusts and crumbs that were proffered them without much protest. As the profession has matured even the trainees gather from the atmosphere that surrounds the calling that those who enter the training classes have a right, if not an obligation, to demand a more nourishing and appetizing kind of instructional food that was earlier served. Of course not all the improvement in attitude has come from this pressure by the trainees. The profession made up of those who write the texts on school administration, and teach from them, has been growing up, too.

Democratic Administration

Another obstacle that school superintendency has had to surmount on the road to maturity has been the now (fortunately) waning insistence on the need for so-called democratic school administration. Of course, all people especially in a democracy should be democratic in spirit, including school executives and other executives. But to single out one profession and write articles upon articles and chapters and whole books admonishing its members to be democratic is crass subordination of a worthy calling. The treatment parallels that sometimes accorded children who become the scapegoats for the shortcomings of their adult accusers. One cannot conceive of a mature profession being thus "kicked around" as one should not treat even a moppet.

Those who carry on the hue and cry about the need for democracy in school administration have presented no real evidence that school executives have any special bent for being autocratic. Their conclusion is assumption, if not presumption. School superintendents come from the same human stock as members of other professions. Yet one discovers no books on the need for democracy among doctors or dentists or clerics.

The stress on the need for democratic school superintendents has tended now for two or three decades to detract from needed emphasis on scores of other more important qualifications a school executive should have to be effective. And worst of all, the clamor for democracy in school administration is in effect an insinuation that the collective wisdom of those not trained in school administration stands above what can be expected in wise policies from those who have been so trained. The offense is comparable to that that would be directed at the medical profession by contending that sounder medical principles can be found in the collective judgment of the nurses than in the mind of a trained physician.

In this current era of teacher shortage the demand for school executives to behave democratically toward teachers is especially misplaced. What appears to be a more needed emphasis is for teachers to be democratic toward school superintendents, for it is the latter that are being "pushed around." Not all teachers are practicing autocracy, of course, but a good guess is that those who are, out-percentage the school superintendents who practiced autocracy with teachers in the days when somebody first launched the precept of democratic school administration.

Effective Administration Needed

What the schools and the teachers in them need much more than democratic administration is effective and efficient administration. In order to be effective and efficient, of course, there are times when a superintendent must be democratic but there are also times, to the same end, when he must be quite undemocratic. The superintendent is not employed to be democratic but to be professional. His responsibility is to run the schools, not the way the teachers may happen to want them run, but the way they ought to be run as governed by the soundest principles of administration. It is essential for the superintendent to maintain, if possible, the good will of the teachers as a corps and still more important for him to maintain the good will of the people toward administrative policies. But these are problems of in-service

training of teachers and of public relations procedures.

A school superintendent often needs the counsel of teachers and of citizens in devising sound administrative procedures. But when he does he obtains it not for the sake of being democratic but for the purpose of improving administration. And in getting the needed counsel a superintendent is likely to have his ears tuned to the opinions of the better teachers and the better citizens for the purpose, rather than tuned, more democratically, to that lower pitch which the masses of teachers or of citizens are wont to tune up on.

Moreover, it must be a part of a teacher's professional training to accept administrative policies without always having a part in their formulation, just as a superintendent accepts much from teachers that he has not been consulted about. My own observations in working with teachers over a long period of years is that they are not demanding so-called democratic school administration. The best teachers, in fact, are so busy doing a good job in the classroom that they have neither the time nor the interest for helping with formulating administrative policies. They appreciate good administration — these better teachers — but they are happy to leave that to those trained in it.

Current Phase of Maturation

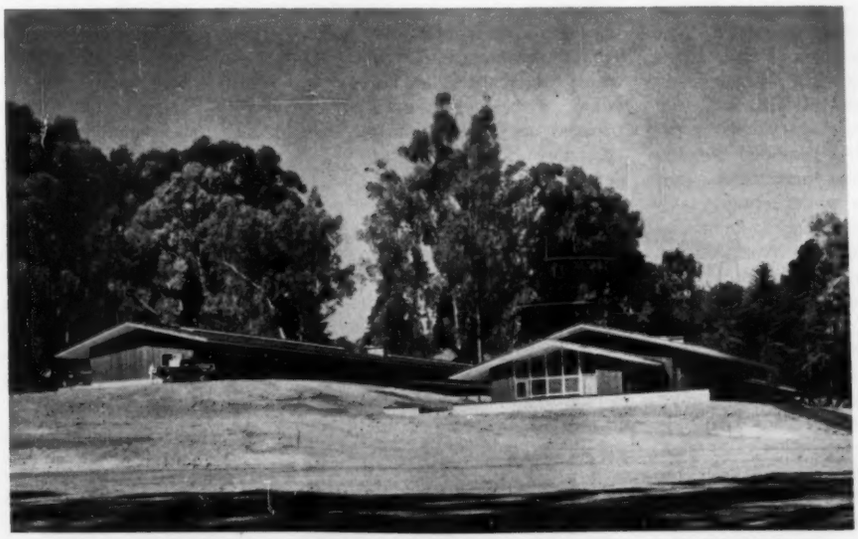
The signs indicate that the current step in the maturing of the profession of school administration is being effected by CPEA. The Co-operative Program in Educational Administration is a forward-pointing conception supported by major effort and reasonably adequate finance. CPEA is trying to do for school administration what has been done for years for other professions and that is to develop a body of reliable technical knowledge and dependable working principles for guiding the school executive in his daily round of duties. Educational administration is looked upon by the leaders in CPEA as the thing it is, a form of social engineering. The prides and prejudices and ideals and perversities of human beings are more difficult materials with which to deal than the materials commonly handled by civil and mechanical engineers. But sustained research, we must hope, will result in a working science of human engineering, a branch of which is school superintendency.

The CPEA workers are scouring the field of operating school administration to discover what are the principles that underlie such administration in daily and successful action. Nothing in the way of processes, procedures, techniques, daily chores, applied principles, or "what have you" is being passed up as a possible source of useful information. When these field-tested principles of administrative action are collected and organized into reference materials for the instruction of trainees and the guidance of the initiated, the profession will have for the first time a curriculum and reference library worthy of its transcendent responsibilities. The professors of school administration will have reliable and tested materials to teach and those they instruct will have dependable knowledge and tried skills to master.

In Summary

Remnants from the infancy of the profession of school superintendency can be found only in back country, where possibly a few school superintendents are still tendered inadequate executive powers. The early texts that contained for the most part only skeletal features of school organization now gather dust among discarded books on upper shelves. Most of the instructors who wrote and taught from such books now rest beneath their epitaphs. Their successors are doing a much better job of instruction in the principles of operative rather than mere organizational school administration. CPEA explores school systems in action to find principles of human engineering that are successfully used therein.

School administration begins to show a sprouting beard. Continued maturing may bring it the stature and prestige that will discourage such offenses to its dignity as being told to wipe its nose and be more democratic, "or something." Maybe school administration will even develop in influence to the point that Our Miss Brooks will be forced to choose some less mature profession to caricature.



The North Hillsborough School, Hillsborough Elementary School District, Hillsborough, Calif., winner of a First Honor Award in The American Institute of Architects' 7th Annual Competition for Outstanding American Architecture

The Tucson School Board Adopts a Comprehensive Insurance Program

MORRIS F. BAUGHMAN

Examiner, Tucson Public Schools
Tucson, Ariz.

In the midst of a multi-million dollar expansion program, the board of education for Tucson's elementary and high school districts realized about a year ago that its program of insurance coverage was outdated and inadequate. Three major factors combined to cause the board to order a review of the insurance and appraisal policies.

The first thing which helped to point up a need for revision was the building program itself. From 1952 to the present, some 18,000,000 dollars in construction funds has been received under Public Law 815 or voted in local bonds. Total fire and extended coverage insurance in force on buildings and contents before the beginning of the current phase of expansion was only $10,500,000, and the values insured were at best based on informed guesses. The school district had never had a professional appraisal before 1952.

Search for Better Method

Difficulty in processing claims also helped to stimulate the search for a better method of insuring Tucson school properties. The fire insurance mentioned above was carried in 94 separate policies. Any claim resulted in the receipt of 94 drafts. This had been partially relieved by a clause added to the policies in 1954 which provided for the accumulation of claims amounting individually to less than $1,000, but it was still evident that a better system was needed. Even on cumulative claims, one or two drafts were always weeks late in arriving, and the resultant extra bookeeping was a real nuisance.

The election to the board of education of Jacob C. Fruchthendler, local stock company insurance agent, probably gave more impetus to the revamping of the insurance program than any other one thing. Fruchthendler took office in January, 1955, and immediately advocated the appointing of a committee to study the entire school insurance situation.

A four man committee undertook this study early in 1955. Members of the group were J. W. Magee, business manager of the district, Paul Jones, a local insurance agent with a long record of service to the schools in various advisory capacities, Fruchthendler himself, and the writer. After many meetings and countless hours of study the committee presented to the board a complete policy covering all forms of insurance for the school district. The board adopted the policy as presented after a thorough discussion of all of its aspects.

The policy provides for the writing of fire insurance for the school district in five, five-year policies of approximately the same size, one expiring each year. There are to be only five policy writing agents, but many other agencies share in the premiums. Part of the committee's recommendation included a point system for the distribution of the commissions on fire insurance premiums. Based on an affidavit submitted by each local insurance agency, commissions are distributed on a definite point system, taking into account years in the community, volume of business, taxes paid, and community services rendered.

Through a unique escrow arrangement, the entire amount of the policy writing agent's commission is paid into a fund within five days after he receives a premium payment. One fifth of this is distributed on the plan outlined above each year, so that cancellation of a policy would not necessitate collecting refunds from all the agents who had received commissions.

One important result of the review of insurance practices was the establishment of an insurance advisory committee, with definite duties and responsibilities. Among these are advice on coverage, negotiation on miscellaneous coverage, expediting of adjustment procedures, securing and furnishing to the board of education technical information on fire and safety engineering, and the administration of the commission escrow fund.

Recommend Premium Savings

The committee is rewarded for its service by getting first choice at miscellaneous insurance. It was felt in some quarters that a committee of insurance agents would tend to recommend all the insurance policies it could think of, since its own members would benefit financially from each new policy of miscellaneous insurance. The opposite has been true, however. The committee has been responsible for discontinuing collision and comprehensive coverage on district vehicles and the dropping of all inland marine floaters. Both types of policy had resulted in substantial premiums in the past to members of the committee.

The committee was also responsible for clearing out deadwood in some of the policies that they recommended retaining. The boiler policy, it was found, also coveral all the low pressure water heaters in the schools. Removal of these effected a substantial premium savings, notwithstanding that the agent writing the policy was on the committee.

Changes were adopted in the method of covering new buildings as a result of committee recommendations. Previously, the district had purchased binders to cover buildings finished during the school year. There is now in effect an "average clause deficiency" policy, which assures the district of keeping always up to the 90 per cent mark required in the coinsurance clause.

A recent supreme court decision in Arizona has increased the likelihood of a district's being held responsible for injury to others. The court ruled, in effect, that a school district when engaged in a proprietary function was liable for the torts of its employees. To safeguard against this, the insurance committee worked out a comprehensive liability policy containing a clause which allows the company to plead governmental immunity, and leaves the court to decide whether the operation was proprietary or governmental. Premium on this is still in the stage of negotiation.

Other aspects of the comprehensive program adopted by the board included a definite policy for annual professional property appraisals and definition of the authority of the business manager and other school officials in connection with insurance matters. It was the first of many forward-looking actions contemplated by the school board in the realm of business management. All who have dealt with insurance problems before and after the change feel that the other moves contemplated need not be nearly as successful as this one in order to justify much time and effort in their preparation.

Reading Improvement at Western Reserve

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Cleveland Heights, Ohio

A Western Reserve University instructor helps a member of the adult reading improvement group use an Accelerator.

That reading problems existed — say 28 years ago, is evident in Compton's (circa 1927) Encyclopedia article "Do You Know How to Read?"

"Few who read this," the author began, "have difficulty in knowing common words, and most of you know how to attack a new word by the use of your phonic training, the help of a dictionary, or by fitting it into the sense. Many girls and boys do have trouble, however, and they need to make lists of the words which bother them, mastering them as soon as possible. . . .

"It pays to be a rapid reader and one may improve his reading rate if he works steadily to do so. In olden times people believed that slow readers grasped the thought better, and remembered it longer, but experiments have proved that the rapid readers rather than the slow, grasp the thought well.

"Mr. Thomas Edison found that he was a slower reader than some men. He could not afford that, so he trained himself to read rapidly. Concentration is of first importance. Whatever improves one's knowledge of the thought also increases his speed."

Extra Reading Help

Now, as then, the elementary grader as well as the mature reader often needs extra help. It is not the purpose of this writing to bemoan the reading problem — if one exists — in our schools or to argue for one system of learning to read and berate another. Rather this is a report on how Western Reserve University of Cleveland, dedicated to serving the community as well as its students, recognized the *extra help* as something the University could give and thereupon set up its Reading Improvement Service.

Although a part of the University's Psychological Research Services, the Reading Improvement Service should not be thought of as a complicated organization capable of existing only in the highly organized framework of a state university. Its full-time staff is composed of specialists, to be sure, but their philosophy, tools, and program are within the reach of any school system or community.

Whoever the aspirant to better reading might be, diagnostic testing is necessary before a true diagnosis can be made. This testing includes a visual screening, reading, intelligence, and personality tests. The complete examination requires three hours for a child, and from four to six hours for an adult. If a child is being diagnosed, it is advised that a parent accompany him to provide additional back-

These children are learning about the mechanism and use of the Tachistoscope or flashmeter.

A reading improvement program is within the reach of any school system. The service at Western Reserve offers an idea of methods, equipment, and costs

ground information. For a child, a school history and medical report are also prepared.

The medical report covers such points as physical growth and development, nutrition, nervous stability, teeth, nasopharynx condition, heart, lungs, glands, etc. If any physical or personality defect would have an unfavorable effect on the child's behavior and ability to learn, this defect is taken into consideration. A medical report is not required for adults, but the general condition of the individual is observed and tests are made to determine hearing and sight capacity.

About two weeks after the testing a conference is held with the parents (or the adults seeking help) to discuss the findings, and recommendations are made regarding the type of instruction needed. Diagnostic testing is a requirement for anyone attending the Reading Improvement Service, but it is not necessary to sign up for instruction in order to receive a diagnosis.

Although the Service's staff is highly trained, emphasis on expensive equipment is minimal. In the elementary division, individual tutoring (group instruction is sometimes employed for stimulating motivation) is the order of the day. The children, retarded in reading techniques but not more than approximately 20 per cent of them retarded intellectually, number about 60 throughout the year. Game and word skills are used, and slides to familiarize them with basic words. During the school term, twice a week for one hour, and during the summer for six weeks, an hour each day, children learn to correct such faults as lip and throat movement, inside reading or "hearing" the words, one-word-at-a-time reading, unconscious backward movement of eyes, vocabulary poverty, passive reading with little concentration and failure to organize thoughts as one reads.

Reading Films

The first of the reading improvement devices, sometimes used for the senior high and adult levels, is reading films. Known as the "Harvard Reading Films," they are a series of 17 films slanted to speeded reading and increased understanding. At any one moment just one phrase or group of words is in focus and the speed of the film is regulated so that the pace at the beginning is slow enough for even the slowest to catch each "in focus" phrase. As the films are run, the speed increases from 180 to 470 words in a minute and by this means the reader is forced to quicken his speed at the same time that he develops his ability to take in larger groups of words.

Next is the Accelerator, an uncomplicated device frequently used, which is designed to force one to read more quickly by preventing regression and by encouraging phrase reading.

The Accelerator has a brace to hold the reading material and a shutter which moves down the page. The speed at which the shutter progresses can be adjusted, of course, but the object is to set the shutter so that it moves a little faster than the student normally reads. With practice most readers find they can catch up with the reading rate of the shutter and then it is time to step up the rate again.

The Accelerator, used individually, allows each student to progress at his own pace. Many of its manufacturers offer graded texts to be used with their make of machine.

The Tachistoscope

The Tachistoscope, or flashmeter, which gained fame during World War II because of its use in training pilots to recognize enemy planes in a split second of vision, is a kind of slide projector. The Tachistoscope flashes material — numbers, words, or phrases — on a screen at short exposures ($\frac{1}{5}$ to $\frac{1}{100}$ of a second). Its use has shown that it is possible for one to develop a co-ordination of the eyes with the brain to the degree where one is able to repeat numbers of seven, eight, and even nine digits which appear on the screen for no more than $\frac{1}{100}$ of a second.

Since this type of practice helps the mature reader to reduce the length of time necessary to read a group of words, and also to increase the number of words or phrases which he can absorb with a single glance, it has been used more extensively in adult training programs.

If there were no such equipment at all, however, at the Western Reserve University Reading Service, many of the reading faults of those who come to its doors for help, would be corrected. At the Reading Service it is kept in mind that reading speed is not a measure of a man's intelligence. It is always admitted and proved by the individuals who apply for aid that Phi Beta Kappas or other high I.Q.'ers often are the ineffective readers. Comprehension, then, is stressed and not speed.

Candidates for better reading are encouraged to:

a) Read with a purpose — either to answer a problem, to search for a new concept, or to discover some recreation.

b) Search for key thoughts. If a reader knows what he is looking for, he can skip the detail. In each type of material — business letter, magazine article, etc. — there are definite spots to find the key, and these are pointed out.

c) Concentrate. If a reader is not interested in his material and this material is important, then he must learn to build his own interest.

d) Read phrases, not single words. To read by phrase is to read by thought.

e) Develop short cuts. A piece of reading can be skimmed quickly to see what it is about. If time is expensive, only the heart should be read and then the summary.

Cost of the Program

The first question that comes to the mind of any school administrator, no matter how flush the budget, is how much does one pay for such a program. The cost of the above described techniques is included in the salaries of approximately three full-time teachers, ten part-time instructors, one psychologist, and two directors. Teachers taking graduate courses in reading are used as tutors in the elementary division of the Service. Their work is supervised by the University's Education Department. There are also two full-time secretaries.

A Tachistoscope might run $300, the Accelerator $35 to $110, and the Harvard Films $300. Expenditures for film projector, simple reading aids, etc., vary, since much of this would already be on hand in any school system. Testing supplies, however, and material for special remedial instruction might be a considerable expense and incalculable until the extent of a reading improvement program was determined.

The fee for diagnostic testing is $35 for all ages. Individual tutoring per hour at the Service is $3.50 for an adult and $4 for a child. Instruction in small groups of four or five children is $25 for six weeks. On school premises (junior and senior high) group instruction might run $30 per student a semester. A six-week session for businessmen at the Service — once a week for two hours — would be about $45. For adults, the fee for inplant instruction depends upon the extent of the help offered.

Now in its ninth year, the Service also gives annual reading conferences for teachers of reading improvement in service or in training, and throughout the school term, classes for University students who are slow in reading assignments and need the extra help.

Twenty or 30 years ago, the rate of some diseases seemed small because fewer cases were detected. Perhaps it is the same with our reading problems. It remains not for us to bemoan the reality of the problems. It is befitting and sensible, now that they are detected, to solve them with the modern means we have at our disposal.

The negligence charge against a school-bus driver in Georgia[16] hinged upon the place of stopping the bus to discharge

shoulder. To require the latter, said the court, would often require children to disembark in a ditch or against a bluff —

dren. Transportation as arranged and paid for by parents rather than by contract between driver and school district. Pupils

Care, Injury, and Tort Liability in Pupil Transportation*

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The second part of Professor Punke's summary of recent school bus accident decisions considers cases of negligence as pupils leave school and other buses.

PART II

c) Negligence as Pupils Leave School Buses.

During the time considered by this article, more cases have related to injury as children leave school buses than to all other transportation situations combined. Several cases relate to injury as children crossed highways or streets after alighting from buses when transported home from school. In one such case the child was injured by the bus itself.[12] Norma, age 7 years, had to cross the highway to reach home — after alighting with other children. The bus driver did not put out his flag. He simultaneously closed the door with his lever and released the clutch, as soon as the last child had alighted. The bus started up quickly and turned sharply to the left to get back toward the middle of the gravel road on which it was traveling. Norma started around the front of the bus, and the driver said that when he last saw her she was about one foot to the left of the left front fender. As soon as the bus passed Norma was found prostrate near the middle of the road, having suffered injuries from which she died. There were no marks on the bus indicating that it had contact with her body. No other vehicle passed between the time the bus stopped and Norma was found injured. A rule of the state board of education provided that school bus drivers must "supervise the activities of children discharged from the bus until they crossed the highway in safety or are otherwise out of danger," and "shall not start the school bus until pupils are seen to be out of danger." The rule had the effect of a statute, and in holding the driver guilty of statutory negligence the court said it was not necessary to show exactly where Norma was standing when struck, the exact part of the bus that struck her, or whether when struck she was in a position where she could have been seen by the driver. The court added:

Negligence here does not rest on the fact that the bus driver, by the exercise of ordinary care, could have seen the child in a position of peril in time to stop and avoid colliding with her. It lies in the fact that he, having discharged the children from the bus, failed to exercise proper care to ascertain that they and each of them "had crossed the highway in safety."

An Ohio case involving driver negligence[13] emphasized the idea that starting up the bus, after discharging children, was a signal to highway traffic generally that it was safe to proceed. After alighting, a 6-year-old boy went to the rear of the bus before crossing the highway whereas two older boys crossed in front of it. The younger boy thus disappeared from the driver's sight. The bus started ahead, and when it reached a point opposite the two boys who crossed in front the younger boy started across the road and was struck by a car traveling in the direction opposite that of the bus. The boy died within an hour. The oncoming car was in plain view of the bus driver when the bus started ahead, and the driver knew the boy had not crossed the road with the other two. The driver of the car testified that he saw the bus standing when he was about 540 feet away, and slowed from 35 to 20 miles per hour and prepared to stop, but that when he was about 140 feet from the bus it started ahead, and that the two vehicles passed at a point about 40 feet from where the bus had stood. A statute provided: "No school bus driver shall start his bus until after any child who may have alighted therefrom shall have reached a place of safety." In holding the driver liable for negligence, the court followed an earlier Ohio case[14] concerning the importance of a child's age with respect to negligence and then focused attention on starting up the bus in the instant case. The court in part said:

Starting the bus was a signal for other traffic to proceed, such signal being acknowledged by all vehicular traffic and being justified under the terms of the above-quoted statute. The starting of the bus under the circumstances then existing is the "pole star" of this case. It is difficult to conceive of anything that could have been more dangerous than for the defendant to place the bus in motion when traffic was approaching, before this child had "reached a place of safety." . . . If defendant had looked he would have seen the approaching car. If he did not see it he did not look and in either event he was guilty of negligence in starting the bus. Such negligence directly contributed to the proximate cause of the injury and death. . . . So long as the bus remained standing, all traffic was stopped by reason of the statute; but the moment the bus started this statutory safeguard, enacted for the purpose of protecting school children, was of no avail. Willard Culwell was a mere child in no way capable of appreciating the danger of crossing the highway. One moment before his fatal injury the crossing was safe, and the next instant his attempt to cross resulted in his death. What changed the situation? Not vehicles upon the highway which were obeying the law hereinabove quoted, but the signaling of the bus driver that all was clear by his act of starting the bus.

Driver Negligence

A 6-year-old Oklahoma boy[15] was hit by a truck as he alighted from a school bus and started from in front of the bus to cross the road. He died a few hours later. As the bus approached the highway from a side road its driver saw the truck between a quarter and a half mile away traveling in the direction the bus would turn, and moving about 30 miles per hour. After coming upon the highway and going about a quarter mile the bus stopped in front of the boy's home. The bus driver opened the door and discharged the boy, without making any effort to determine the condition of traffic on the highway or the whereabouts of the truck which he knew was following the bus, and without warning the boy of traffic hazards — although he knew that the boy must cross the highway to reach his home. The bus driver was negligent, and his negligence was a proximate cause of the accident.

*In 1943 the author published *Law and Liability in Pupil Transportation* (University of Chicago Press) 291 pp. Chapter VI summarized all the cases, on the subject indicated by the title of this article, which has been reported from the nation's higher state and federal courts when the manuscript went to press. This article summarizes all cases on the subject which have been reported from such courts since then.

[12] *Greene* v. *Mitchell County Board of Education* (Supreme Ct., N. C., 1953), 75 S.E. (2d.) 129.

[13] *Culwell* v. *Brust* (Ct. of Appeals, 1949), 108 N.E. (2d.) 173.

[14] *Tipton* v. *Willey* (1934), 47 Ohio App. 236, 191 N.E. 804; discussed in *Law and Liability in Pupil Transportation*, p. 212.

[15] *Earl W. Baker Co.*, v. *Lagaly* (Circuit Court of Appeals, 1944), 144 F. (2d.) 344.

the transportation of school children when failing to keep the rear door closed until charge. The court said that Boyd was

The negligence charge against a school-bus driver in Georgia[16] hinged upon the place of stopping the bus to discharge pupils, with the possible need for escorting a 9-year-old child across the road under existing conditions. The bus was not stopped on the right side of the road with the left side of the bus at least 8 feet from the middle of the road, as the statute prescribed, but a part of the bus actually occupied the middle of the road. The driver did not escort the child across the road, but the child had cleared the highway proper and was on the shoulder when struck by a car. Bus driver Davidson urged that he had a right to assume that car driver Bush would obey the law and stop before passing a school bus, and that the intervening negligence of Bush relieved him of any negligence charge. The court said it was the bus driver's duty to deposit the child in a safe place, and that "a place of safety cannot be determined solely by whether or not one would be safe if he remained on that spot." The court noted that Bush's negligence did not relieve Davidson, and held that the latter was guilty of statutory negligence in not stopping the bus as far to the right of the highway as practicable and in not parking at least 8 feet from the middle of the road. The court added that under the circumstances a jury might also have found negligence in failure to escort the child across the road. Although escorting was not mandatory under the statute, by violating the statute in regard to parking, the bus driver had taken himself from under its protection and had created additional hazard for the child.

Conditions in a Tennessee case[17] resembled those of the foregoing Georgia case — except that the injured pupil was an 11-year-old girl who had been riding the bus for two years and getting off at the accustomed place. The bus stopped on the right side of the road with the left wheels on the pavement. The girl alighted and walked on the shoulder of the road to the rear of the bus before coming rapidly from that point to cross the road. She was struck by a car. There was no common-law negligence — in the case of an intelligent girl of the age noted who had been using the same bus transportation for two years and who knew she should be cautious. A statute required the bus driver "to stop such school bus on the right-hand side of such road or highway as close to the curb or edge of the road as practicable." Available space would have allowed the bus to pull entirely off the paved part of the road, thus probably giving the girl a better view of the highway. However the court said the Statute intended for the bus to stop at the right-hand extremity of the pavement — not at the extremity of the shoulder. To require the latter, said the court, would often require children to disembark in a ditch or against a bluff — but "when the bus parks on the pavement, the children have the shoulder, a safe place, upon which to alight." There was no statutory negligence.

The desire of a 13-year-old boy to leave the bus and join his parents in a car parked near the highway, was among circumstances leading to an injury in California.[18] The boy told the driver about his parents, the driver stopped on the right half of the highway and asked the parents if the boy was their son and if it was all right for him to ride with them. The mother said "yes." At this time no other vehicle was in sight on the highway. The driver opened the bus door and the boy hastened out and around the rear of the bus. Meantime two vehicles appeared — one traveling in each direction. The one traveling in the direction opposite that of the bus failed to stop — and struck the boy. A regulation of the State Department of Education provided that whenever a school bus stops to discharge pupils who must cross a street or highway, and traffic is not controlled by a flagman or by some electrical or mechanical signal, the pupils must cross in front of the bus — unless some traffic regulation prevents such crossing. The regulation also provided that the bus driver "shall not permit the pupils to cross the street or highway until they may safely do so, and shall, if necessary, escort" them across. It was contended that the driver was negligent in not seeing that the boy crossed in front of the bus and in not escorting him. The court said it was a matter for the jury to decide whether the driver should have foreseen that the boy upon alighting would violate the existing rule and pass behind the bus, and to decide whether in this case it was an absolute duty of the driver to escort the boy. Whether the boy was guilty of contributory negligence was also a jury question — he had been warned both by the driver and his parents about an oncoming car, although he apparently thought the warning related to the car which had stopped rather than the other one. These points had come before the jury. There was no bus-driver negligence. The car driver recognized his own liability.

Hired Buses

Certain cases have related to buses operated for hire in transporting children to and from school, or as common carriers which transport school children along with other passengers. In the Verbeten case[19] a 13-year-old girl was among pupils transported to a public school — as the bus for hire made certain runs for public school children and others for parochial school children. Transportation as arranged and paid for by parents rather than by contract between driver and school district. Pupils were discharged after dark, the bus stopped with its front so near a ditch and culvert that children could not pass in front of it in crossing the road, the rear of the bus projected part way across an intersecting highway. The driver did not warn of a car approaching from the opposite direction about one hundred yards away, and the bus started ahead before the children were across the highway. The girl knew she should cross in front of the bus but could not do so under prevailing circumstances. Joint orders had been issued by the department of public instruction and the motor vehicle department on pertinent topics. One such order defined "school bus" in such a way as to include the vehicle in question, and provided: "after discharging passengers the driver shall make sure that the road is clear before allowing children to pass. Children obliged to cross the road should be required to walk around the front of the standing bus and the bus shall not proceed until children are safely across." The bus driver contended that the above order did not apply to him since he was under no written contract with the district and a statute which empowered the motor vehicle department to make regulations governing vehicles used to transport school children stated that "all drivers or operators of school buses shall be under written contract with the school district for which such drivers or operators transport pupils." The court pointed to more general legislation which gave the motor vehicle department power to regulate all matters concerning the transportation of persons or property over state highways so as to protect the safety and welfare of the public in using the highways. This general power, said the court, was not diminished by the limited regulation concerning school bus drivers, and there was no merit in the contention that there was no written contract. The joint order of the department of public instruction and the motor vehicle department had the effect of a statute, and the bus driver was guilty of statutory negligence on four counts: stopping where the children could not cross in front of the bus, not obliging them to walk in front of it, permitting them to cross when he knew that another car was approaching and might create hazard, and driving away before the children were safely across the road. There was no negligence in parking so that the rear of the bus projected into the intersecting highway.

Two Georgia cases involved buses which were used primarily as common carriers and only incidentally for transporting school children. In one case[20] the bus of a coach company was being used exclusively for

[16] *Davidson* v. *Horne* (Ct. of Appeals, 1952), 71 S.E. (2d.) 464.

[17] *Gholston* v. *Richards* (Supreme Ct., 1943), 169 S.W. (2d.) 846.

[18] *Foster* v. *Eliner* (Ct. of Appeals, 1945), 158 P. (2d.) 978, rehearing denied.

[19] *Verbeten* v. *Huettl* (Supreme Ct., Wis., 1948), 34 N.W. (2d.) 803.

[20] *Dishinger* v. *Suburban Coach Co.* (Ct. of Appeals, 1951), 66 S.E. (2d.) 242, rehearing denied.

the transportation of school children when the accident occurred which precipitated suit, and before loading, it was standing on the school ground awaiting school dismissal — with nobody aboard other than school children. A statute read: "All motor vehicles used in transporting school children to and from schools shall be distinctly marked 'School Bus' on both front, rear, and sides thereof in letters of not less than five inches in length." The bus in question had no "school bus" marking of any kind. It discharged pupils at various places in town, and on the afternoon of the accident it had so changed its route that a seven-year-old girl had to cross the street to reach her home whereas she had normally been discharged on the same side of the street as her residence. As the girl alighted and crossed the street in front of the bus she was struck by a car. The bus driver kept no particular lookout for approaching cars and did not warn children of traffic hazards. The court held that although the bus was authorized to act as a common carrier, to operate it in transporting school children without its being marked "school bus" "was negligence per se." The court added that the accident probably would not have occurred if the bus had been so marked — certainly not if the car driver had obeyed the law and stopped his car, added the court. "The change in routing may have furnished an occasion for injury, but was not itself the causative factor," the court noted. Hence this change involved no negligence. Neither was there negligence in failing to keep a lookout for advancing cars or in failing to warn the child of danger. The court said: "Where . . . a child is not deposited on the highway or in such a way as to face it in alighting, and the driver of the bus does not know that to reach its home the child must cross the highway after being discharged from the bus, it cannot be said that the driver is negligent in not depositing the child in a safe place, and the bus company is liable for an injury sustained by the child thereafter at the hands of another."

In the Hanks case,[21] the Georgia Power Company was operating a bus as a common carrier when a six-year-old girl was injured by a truck as she proceeded to cross the street after alighting from the bus. At certain stations en route children were transported to and from school at reduced fares. The bus in question was in no way marked as a school bus and the driver did not warn the girl of the approaching truck. She alighted from a rear door of the bus as the driver was collecting fares from passengers entering the front door. It was alleged that the bus driver was negligent in not having his vehicle marked "school bus," failing to watch for and warn of approaching vehicles, failing to keep the rear door closed until the truck had passed, and failing to deposit the child in a safe place. The court differentiated common carriers which transport school children incidentally from school buses used primarily or exclusively for that purpose, stating that only the latter must be marked "school bus." The court noted that vehicles must stop before passing a standing "school bus" but at a distance of 8 feet they may pass a common carrier which is loading or discharging passengers, and that common carriers have established stations whereas "school buses" stop at the homes of school children. There was no allegation or showing that the bus driver knew that the girl had to cross the street to reach home, or that she was going directly home rather than to some business establishment along the street. All the driver knew was that she was at the rear door ready to get off, said the court, adding that it was not reasonable to expect the driver to foresee that upon alighting she would pass around the bus into the path of the truck. There was no bus-driver negligence.

Injury to a seven-year-old boy in the Hunter case[22] occurred about 10:30 p.m. upon returning home from a Halloween party at the school building. Boyd was principal of the school, and also owner and operator of the bus. He deposited the child along a busy highway about 167 yards away and across the road from the child's home. The bus pulled away leaving the boy alone in the dark to cross the highway and make his way homeward. As the boy was crossing the highway he was struck by a car — and his death resulted. Boyd contended that the intervening action of the car absolved him of any negligence charge. The court said that Boyd was not required to escort the boy across the road, but that he should have waited until the boy was across. The court reasoned: "Certainly the moving of the school bus was a signal indicating to other cars approaching from both directions that they might proceed." The consequences of Boyd's action could reasonably be anticipated, added the court, regardless of intervening events. Boyd was guilty of negligence.

However, since the bus did not strike the boy, it was not possible to attach a lien on the bus — under a statute which provided for a lien on a motor vehicle which caused personal injury or property damage through negligent operation.

No Other Vehicles

In two recent cases pupils were injured when alighting from school buses under circumstances involving no other vehicles. A 13-year-old Wisconsin girl[23] was injured on a steel projection at the end of a culvert at the point where she alighted from the bus. At this point there was a heavily grassed shoulder about two feet wide at the edge of the 24-foot gravel road, and at the edge a sharp decline into a ditch about 16 inches deep. The ditch was so grown over with vegetation as to hide the end of a 16-inch culvert that projected into it. Immediately after the girl alighted the bus started ahead and swung out sharply onto the graveled section of the road. The girl feared she would be struck by the rear of the bus, and stepped backward — dropping into the depression at the end of the culvert and injuring herself on the steel projection. There was driver negligence on two counts: stopping in an unsafe place, and starting ahead immediately so as to force the girl into a dangerous area.

In the Roland case[24] an 11-year-old Kentucky boy was injured when a ring on his finger caught on an iron shelf in the bus as he alighted. A reinforcing bar in the form of an angle iron extended around the interior of the bus, and became the one-inch shelf as it passed above the door. The ring caught on this bar, as the boy left the bus, and resulted in such injury that the finger had to be amputated. The court said there ordinarily is no duty of a carrier to furnish the latest, best, and safest appliances or to discard reasonably safe ones as improvements are made. There was no negligence in allowing this bus to be operated. Neither was it to be expected that a driver would foresee that a passenger would wear a ring or that he would grab the bar and get the ring caught on it. There was no driver negligence.

[21] *Hanks* v. *Georgia Power Co.* (Ct. of Appeals, 1952), 72 S.E. (2d.) 198, rehearing denied.

[22] *Hunter* v. *Boyd* (Supreme Ct., S. C., 1943), 28 S.E. (2d.) 412.

[23] *Lempke* v. *Cummings* (Supreme Ct., 1948), 253 Wis. 570, 34 N.W. (2d.) 673.

[24] *Roland* v. *Coleman* (Ct. of Appeals, 1947), 198 S.W. (2d.) 978.

(To be concluded)

from miles away, for the travel of five,

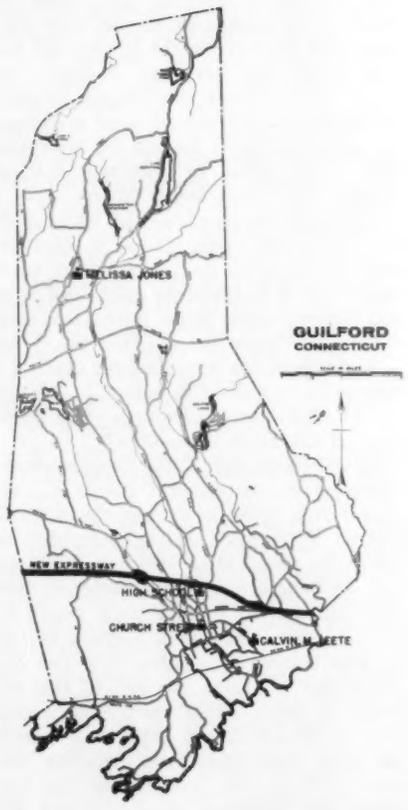
An aerial view of uptown Detroit, showing how an expressway under construction has cut a school (center of photograph at left) off from an entire neighborhood.

The Thruway, The Parkway, and The Freeway

N. L. ENGELHARDT, SR.

Engelhardt, Engelhardt and Leggett
Educational Consultants
New York, N. Y.

A noted educational consultant reviews the first fifty years of the "auto age" and warns schoolhouse planners about the trouble ahead during the next fifty with new superhighways and new communities . . .



A map of Guilford, Conn., that illustrates the uneven distribution of schools that a new expressway will sometimes produce.

My early youth was spent in a "rubber" town in Connecticut. The "rubber" shops were the focus of interest. They furnished the economic base for the many families that lived there. Adults, men and women, and the youth worked in the factories. They made all kinds of rubber boots and shoes, coats and hats, water bottles, rubber sheets, and many other articles of service for human wants. In that period, several decades ago, few persons realized how "rubber" would change man's living habits and even the character of his communities. In fact, "rubber" was not considered of sufficient importance to have more than a bare mention in the curriculum of the local schools.

My home town is still a "rubber" town. The "rubber" factories are still operating at full blast. On a recent visit, however, I observed that most workers no longer walked to their work as they did years ago. They came singly, in pairs, or in groups on "rubber" tires. Many came

town schools. In Clarkstown, N. Y., the thruway slices away at the southern sec-

from miles away, for the travel of five, ten, fifteen and even more miles was no longer a hardship. A revolution in "rubber" had changed the local pattern of living. Their community had expanded, their homes were improved, their families enjoyed living in the open country. Their entire program of work, recreation, education, and participation in other chosen activities depended upon the strength, the length of life, and the toughness of their rubber tires.

All the "hometowns" of America have been experiencing similar and drastic change. It's, to be sure, an exaggeration to say that "rubber" alone has spelled the change. The question will be asked, though — "How far would transportation have advanced without the continuing improvement that the 'rubber' industry has made possible?"

The horse and buggy, the trolley car, and the railroad furnished transportation in the decades past. Slowly but surely they have disappeared or are in the process of giving way as far as daily and regional transportation is concerned. The genius of man produced the automobile. He put it on wheels, built it to withstand jolts and to travel uneven roads. He improved the roads, increased the loads, raised the speed and eased the difficulties of driving. Mankind has taken to rubber-tired wheels like a duck does to water. He has found a means of transportation that has transformed and glorified living. Now he dreams of his ribbons of road crisscrossing the country. These roads are being engineered better; they carry huge loads; they permit of comfortable riding; and they make the slow-poke travel of yesteryear a matter of wonderment. The gasoline engine, the refinement of oil, and the mechanical skill of trained men have combined with "rubber" in the development of a new kind of world for us all and new types of communities in which to live. The old order will never return.

Expressways may cut through a growing neighborhood (like this one north of Jackson, Mich.) and alter school building plans.

The Railroad and the Auto Road

Not too many years ago, the railroad constituted a real handicap in locating schools and in the advancement of a well-rounded community program of school plant development. The railroad was a hazard in the minds of most parents. Schools had to be built on both sides of the railroad right-of-way if the community's demands were to be served.

Today a single morning train and a single evening train may represent all that is left of a heavy local train schedule. The businessman's highway from suburbia swarms with private automobiles carrying workers and shoppers from the countryside to the heart of the old urban centers. Today the freeway cuts its swath from city to city upon which trucks thunder along with incredible burdens traveling at unbelievable speeds. Thruways, well engineered and interminably long, wend their ways through cities and villages and through hills and across farms. They bridge the rivers, span the railroad beds, and leave their charm or blight on the lands they traverse. Formerly the railroads split our communities. Today these same communities are faced with the more involved problems which the ever expanding and ubiquitous arteries of automobile and truck travel have been creating.

The new super and even minor highways have left many a school building perched on their boundaries. They have reduced school playgrounds by half or more. Their elevated sections have destroyed the possibility of teaching in many a classroom. Unbridged miles of six-lane stretches have made for difficulty of pupil access to schools formerly readily accessible on foot. It was inevitable that schools would be affected. Man's transportation has taken on new dimensions. The individual is adjusting to a new orientation. The average person's range of daily travel has been extended greatly. The home, the school, the shopping center, the factory, and their interrelationship are being modified and adjusted to the new outlook.

The new colossal highways are in every geographic region. In Greenville, S. C., a superhighway will pass over where a good school has been standing. In Greenwood, Miss., the location of new schools must follow the pattern the highway creates. In San Francisco, the approaches to freeway elevations have embraced one of the down-

This superhighway near Albany made a dead-end of a previously existing roadway, forcing children walking to school or school buses to seek a different route.

town schools. In Clarkstown, N. Y., the thruway slices away at the southern section of the district and, in addition, promises to add many new residents. The almost universal impact of new superhighways upon decentralization of older urban centers is well illustrated in Washington County, Md., as well as the role played by such major roads in the over-all site selection program for new schools.

The proposals emanating from federal sources of a mammoth expansion of the nation's highways lead to the inevitable conclusion that there is no end in sight. This implies that the American people are delighted with the progress made in their transportation problems; they recognize that a completely integrated national plan solidifies the nation; they enjoy the new understandings made possible for them, the expanding opportunities, and the new freedom. Most of the states are already launched on their own expanding road construction. This all spells out new types of communities, the need for new schools built with the new criteria in mind, the expansion of the school transportation program, and apparently significant growth in the home-school relationship.

The many millions of dollars being expended in the building of this highway gridiron throughout the nation are expected to bring full dividends in greater production, more satisfactory use of hitherto remote areas, the elimination of isolation, and a brighter outlook with a better economic base for more people. The newspaper and periodical headlines of recent months lead to some appreciation of the magnitude of this great transformation taking place on the American landscape.

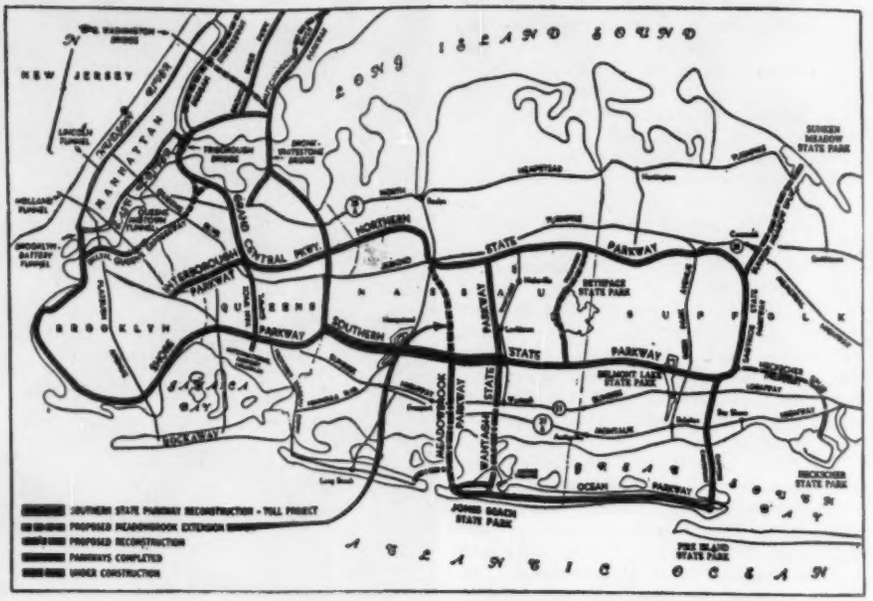
Meanings for School Building Planning

The "motor age" or the "rubber age," whichever you may wish to name it, has been in the making for over 50 years. The full impact of that "age" has not yet been felt. There is no question but that our urban centers are being altered, that new types of homes have been widely approved, that stores are taking on new characteristics, that factories are being widely dispersed, and that the people are enjoying to greater degree the wonderful advantages that the out-of-doors offer so bountifully in America.

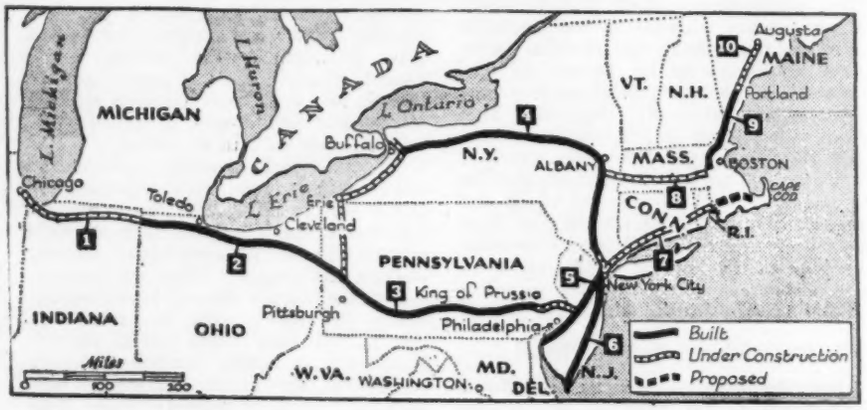
More automobiles for more people may produce more of the same results. More trucks will add to the ease of transporting goods and thus promote decentralization. What changes are foreseeable for the public schools?

More Open Spaces for Schools

For persons sharing in this migratory movement there has come satisfaction in enjoyment of the open spaces. The school building design, prevailing in congested areas, was of necessity floor piled on floor and school placed on a woefully small site. The "open spaces" concept appeals to children, teachers, and parents alike — open spaces between parts of buildings, open spaces between school and highways, open spaces to let in light and breeze and make for the enjoyment of the great outdoors.



Graphs illustrate how (above) Long Island, N. Y., is being sliced into sections by a growing number of parkways, while the completion status of tollroads (below) indicate how far the superhighways already span the northeastern section of the United States.



— *New York Times*

Locations and Sites of Schools

Open spaces and large school sites go hand-in-hand. In the new type of community the widespread insistence upon large sites has been gratifying. To be sure, acreage costs are less than in the congested city but it almost seems that people are saying: "Just give me a chance to vote for a large site at defensible costs and my approval will be vigorously given."

Too many parents and teachers have visited or worked in schools on busy thoroughfares and have experienced the impact of traffic noise or city din upon classwork. They rejoice when sites are chosen away from the centers of trade and in areas where nature has bestowed some of her largesse. The selection of a site which never will be broken into or affected by a major highway may be difficult but it certainly should be the aim.

Provision for Parking

The difficulties most persons encounter today with the parking of cars has led to wide acceptance of the school's responsibility for providing ample parking areas. Parking is just an extension of the school storage problem. Both have been extensively short-changed in the past. The school-in-the-open has parking provisions for all staff members, teachers, visitors, and even for student cars. Areas are designated for the auditorium audience, the gymnasium spectators, and the groups which come to out-of-door events. The "rubber age" has made parking provisions imperative.

The School — A Community Center

The trend is definitely toward wider community use of schools. Especially is this true where the folks can park, can enjoy out-of-door activities, and can work together freely on projects to which the out-of-doors contributes interest. The parkways or thruways bring them together readily and ease the return to even the most remote home.

(Concluded on page 96)

Professional Growth and Advancement of School Personnel

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One of the major tasks of the administrator, be he superintendent, principal, or any of the numerous types of assistants, is to provide opportunities for, and to stimulate staff members in professional growth and advancement. This task necessitates bringing about such an organization and such functioning of the organization that the objectives of education will be achieved to the best advantage. How he will work depends upon the varying circumstances in which his job will be done. No two situations are the same or two days alike in making demands upon the ability of the school administrator. He must work with people, with ideas, and with things. The things with which he works are materials, equipment, buildings, grounds, physical resources of the community, and other tangibles employed in the functioning of the schools and the school system. In his work, the administrator is an important social engineer in the democratic reconstruction of society through education.

Campbell suggested that[1] "A school system modifies its old ways of doing things and improves its practices only as its personnel acquires new ways of carrying out its objectives. This applies especially to classroom teachers, the basic group, and also to principals and the general administrative staff. There can be no hope of improving the effectiveness of a program in any plan that is not based upon creating better learning situations for students and teachers, for good instruction is the most important value in any organizational plan.

"Programs of in-service education must be centered around recognized needs of the teaching staff. These areas of recognized needs are readily definable when co-operative group action is accepted practice in a school system. . . .

"To be effective and to assure fundamental progress in educational improvement in the classrooms, democratically planned and administered in-service programs must be part of an over-all democratically functioning school system."

Campbell then continued by stating that[2] "A basic principle of democratic school administration is that those who are to be affected by educational progress should have a share in planning such programs. If this is good theory for pupils, certainly it holds for those who teach pupils."

He then listed suggestions to attain these ends among which were a committee on committees selected by the faculty, a council on instruction, a professional problems committee to promote teacher welfare, voluntary professional organization, and preschool conferences.

General Atmosphere

There are several factors involved in this stimulation of professional growth of the teaching staff. Of basic importance is the general atmosphere of the school situation. Is progress recognized and commended? Are the members of the staff made to feel that the contribution of each individual is helpful to the group? Have the staff and administrator come to a common agreement on the goals and purposes of education in their system? Are all the staff members made to feel a part of the team working together?

In a situation which tends to encourage self-improvement by the teachers, opportunities for such improvement must be provided through administrative action. It is natural to assume that the more determined individuals will make their own opportunities for study and development through summer school work and extension classes or even residence classes. There are many means of professional improvement which are even more effective for a staff already formally qualified by degrees. For instance, disccussions with associates in the same system, inter-visitations with teachers in another system, and conferences with specialists are invaluable in professional growth.

Building and maintaining high staff morale is a basic function of the school administrator. The establishment of accepted goals and a program through which these goals may be achieved as a co-operative project between faculty and administrator is a means of developing a spirit of teamwork. Teachers, like children, are interested in things they help to plan. In this planning together teachers see that their opinions are respected and that their contributions are helpful. Some suggestions are followed and some are rejected, but all are heard with considerate judgment by the group. It is difficult to develop enthusiasm for a program about which one knows little and in which one has had little part in developing. In meeting together for planning and reporting progress, the worth of ideas can be judged. A spirit of unity is developed. Creative activity is encouraged. Teachers come to feel that in working together for a common purpose each one must make the best possible contribution.

Working Conditions

Any organization should provide suitable working conditions which make for good morale and high job efficiency. Workers want a job with pleasant working conditions which should include comfort, plenty of materials, up-to-date equipment, cleanliness, and leadership that would give the staff an unified school program. In order to get the desirable working relationships of the faculty, there must be that solid human individual interest in each other. When there is a friendly relationship of one for the other or all for one, the administrator is well on the way for a successful year.

Since teachers are human the work of commendation is as effective here as elsewhere. Anything good, such as creative work of any type, be it a magazine article or unique classroom procedure achieved by any member of the staff, should be recognized. An encouraging word for the strong points of a comparatively poor job of teaching sometimes is just the encouragement needed to spark the fire of improvement.

As for the nonteaching personnel, the distinctions between them and the teaching personnel in general should be made on the basis of training and qualifications required to fill the positions, responsibility of work done, prevailing wage for similar work in the community, and provisions related to the nature of the work itself. There should be no distinction between teaching and nonteaching personnel in respect to rights and prerequisites as employees of the school district. All of the arguments for providing tenure of office, retirement pay, leaves of absence, and participation in determining of policy in respect to pay and working conditions, apply equally well to academic and nonacademic staffs.

[1]Campbell, Clyde M., *Practical Applications of Democratic Administration* (New York: Harper & Brothers, 1952), pp. 185–186.
[2]*Ibid.*, p. 188 ff.

In dealing with the professional or instructional staff members the administrator is concerned with (1) selecting of the staff; (2) placing and adjusting of each in order to get maximum efficiency; (3) evaluating their work with improvement in mind; (4) providing for improvement of service rendered; (5) determining the rewards to be granted; and (6) keeping adequate records governing the items heretofore mentioned.

The teacher primarily determines whether the school will be efficient or inefficient. The teacher is the key to success of the pupils.

Administrative Duties

The duties of the administrator result from legislative action, school board policies, tradition, professional opinion, and the nature and practices of the administrator himself. As the professional leader of the school and executive officer of the board, the superintendent finds many of his actions prescribed for him by the board of education, who are the representatives of the general public.

In his relation to the teachers, he directs them professionally in groups and as individuals in all matters pertaining to instruction. He selects them by personal interviews after studying their credentials and recommends them to the board for selection. After selection and proper orientation to the general policies of the system he assigns them after consultation with the principals concerned. He is concerned with the aid of other assistants in evaluating all phases of needed reforms.

Since the superintendent has been charged with the improving of instruction, it is necessary for him to work with supervisors, department heads, classroom teachers, special teachers, coaches, music directors, and club activity sponsors. He should furnish the professional leadership for the development of strong, forward looking programs of improvement. The superintendent acts as the executive agent and organizes his professional staff so as to be of maximum service to the teacher personnel.

As the principal is an arm of the superintendent, the department heads, teachers, and nonteaching staff members make up an arm of the principal. They derive their authority from the principal and the principal from the superintendent. They are placed in charge of certain fields of endeavor and serve as executive agents of the principal in the particular field in which they are working. They aid and work in co-operation with the principal and the superintendent's staff in curriculum development, scheduling classes, evaluating and appraising methods of instruction in their fields and in determining the needs of their departments. This should be done in a democratic and co-operative manner with all interested personnel actively engaged.

The most formal procedure in an in-service teacher education program is the organization of college extension sources in the county. The courses should be determined by the needs of the school system and needs of teachers for renewals and upgrading. The courses should employ the laboratory approach rather than the textbook lecture method and should cover specific areas in which the teachers feel they need help. The courses should be carefully planned on the basis of professional needs of the participants.

Teacher Workshops

The old-fashioned routine teachers' meetings have been replaced by conferences or workshops generally lasting two or three days. They are used for orienting the old and new teachers and to develop plans for in-service programs. These workshops, becoming common in connection with in-service training, must be planned so as to be democratic and informal to the extent that the teachers actually present their problems and try to find a workable solution if they are to be effective. The workshop should originate from the need of the teachers and should be guided by them in co-operation with the superintendent and his staff. The program should be flexible, it should be evaluated, and a follow-up made.

In short, we can state that the entire administrative staff must co-operate with each other so as to insure the success of the most important aspect of the school system — the instruction of the child. There must be a placing of responsibility for decisions and actions and in the final analysis the superintendent must assume this responsibility. Most administrative duties of principal, assistant principal, and assistant superintendent are powers delegated to them by the superintendent.

A major function of the administrator is to help school personnel toward professional maturity. This study considers factors that influence this growth.

The above duties and critical tasks demand certain basic skills if competence and success are to be attained. The qualifications needed in filling an administrative post vary with the situation and the particular tasks attached to it. It is likely, however, that many general qualifications will be found serviceable to all administrators, though their assignments be quite different. The development of the needed general abilities can therefore be undertaken by the prospective administrator with the assurance that the chances of his success in any administrative position will be enhanced by his possessing these qualifications. Because of the administrator's many-sided relationships and responsibilities, it is generally agreed that the content of his training program should be both broad and specialized. His leadership and statesmanship functions call for a broad general education and for considerable attention to the social subjects.

There is no substitute for the administrator's possessing a mature philosophy of education formed through experience in educational activity, years of training in education generally and administration particularly, and the continual evaluation of each act in terms of its contribution to the highest ends of education. While clearly formed and mature, the administrator's philosophy ought to contain within it the germ of new thinking so that the philosophy is continually developing.

The development of the needed characteristics and general abilities can therefore be undertaken by the prospective administrator with the assurance that the chance of his success in any administrative position will be enhanced by his possessing those qualifications. Most certainly the assistant superintendent, the principal, and the assistant principal should possess most of these qualifications.

Functional Projects

In the attempt to make the education of future administrators more functional and less subservient to a textbook, many projects could be undertaken, using the laboratory technique, among which might be listed the following as illustrative:

1. The study of human growth and development of both children and adults in life situations. More and more in recent years we have learned to value human relations in all types of activities — in industry, in education, in all forms of community service. Study of human growth and development at all age levels has made us realize more clearly how significant for any enterprise interpersonal relationships are for successful achievement. Adequate training for the administrator calls for a variety of opportunities for understanding human relations.
2. Study of fields of learning that contribute in a functional manner to better understanding of basic problems of the school. Some of these fields, such as curriculum, supervision, evaluation, and guidance, are covered in readily available courses in education. Others lie outside this general area. These include pertinent aspects of sociology, economics, government, and the public administration.
3. Extensive participation during the pre-service training period, in educational activities with teachers, pupils, parents, and other members of the community. It is important that prospective administrators have, as early in their program as possible, more participation in administrative relationship to these activities than is possible in a regular course in school administration, no matter how well presented such a course may be. Not infrequently the beginning administrator, when

actually on the job, finds himself with little or no acquaintance with such community activities as these that have a direct bearing on what he is trying to accomplish.

4. Development of a research point of view with some degree of skill. Relatively few administrators realize the importance of research in relation to their everyday work with the schools. Administrators not only need to know the significance of educational research of the past; they should also have a sufficient knowledge of the methods of research to carry on and encourage research activities for the benefit of their own school program.

5. Some classroom teaching experience is generally regarded as necessary prerequisite to administrative work. While there are unquestionably some school administrators who have been successful without teaching experience, nevertheless the prseent-day administrator is under a serious handicap if he has not actually taught a class of children or youth.

6. Although relatively new, another useful experience would be some sort of internship which consists in apprenticing school administration students, either during their final year of preservice training or immediately after its completion, to assist some active superintendent, to work under his direction and supervision as well as that of the training institution.

7. Make or participate in a curriculum study of some school or attempt to evaluate such a program. Many of the controversial educational problems of today have to do with changes in the curriculum. If the school administrator is to lead in the development of a modern curriculum and help his community understand the problem it will be helpful for him to have had direct contact with a curriculum project of some kind. This could be in a laboratory situation or as a participating member of a committee engaged in curriculum revision.

8. Attend a series of faculty meetings of some school of the larger type. Whatever the value of a small school, the administrator needs to get something of the inspiration and understanding that come from a faculty meeting of sufficient size to reveal the kind of administrative leadership and group conferencing possible in a larger school or school system.

9. Prepare actual schedules of transportation, class meetings, faculty meetings, or other bulletins under the guidance of a successful superintendent or principal. These are phases of school administration that can only be fully understood by actual participation.

10. Attend administrative conferences or conventions as a part of class requirements and report back to class the experiences and values of such attendance.

11. Serving for a period of time as an assistant to a successful administrator. It is well to remember that the only real laboratory in school administration is the public school. If the superintendent will permit the student of administration to serve a week or more in his office the education of future school administrators will be vitalized.

12. Many educational institutions now have a three-day to three weeks' course or conference for school custodians, bus drivers, and perhaps other nonteaching personnel. Attendance at these meetings as a class assignment or on a credit hour basis could well be made a part of the administrators curriculum. This would give excellent firsthand information on such areas of administration.

13. One project might be worked out around administering the transportation of pupils. Different committees could work up reports and tables on the different aspects concerning school buses and drivers. One group might well make a special study of recent articles on pupil transportation and secure interviews with actual administrators

14. Another project might be to work on the various aspects of building maintenance with different groups carrying on research and making conclusions for final reports to the whole group. One group could make a special study of ways to gain co-operation of custodians to fit in the school program, keeping in mind that instruction is the main objective. Others could set up quality standards for janitorial work expected within the school plant, set up a schedule for janitors, and a set of standards to be followed by the teachers in the care of the classroom.

A. Appoint committees representing the principals, the janitors, and the teachers. The principals are to work on the janitorial schedules and the classroom schedules; the janitors are to work on quality standards for janitorial work; and, the teacher's committee will make a set of standards to be followed by the teachers in the care of the classroom.
B. Committees meet in groups and work on their individual projects.
C. All committees meet together, each group spokesman read their adopted lists for open class discussion.

15. Special studies of nonattendance causes and how to correct them could be given groups for study. Reports to the whole class with discussion would follow.

16. Other projects could include co-operative studies of secretarial workers and business managers from the standpoint of the administrator. The object should be to see how these nonteaching personnel can be organized in their proper places for the improvement and facilitation of instruction.

17. Attend a series of school board meetings of some larger school district or county unit. Since the student of administration must eventually work in close relationship with a lay board it is important that he see successful administrators actually working with boards of education.

18. Any experiences that will acquaint the prospective administrator with various community groups and resources will be of importance to him in his future relationships. More and more the school staffs are brought into contact with agencies in health, social welfare, public recreation, youth organizations outside the school, child guidance, and adult education. Appropriate courses in community organization would be helpful as part of the training of administrators.

19. The communication of ideas is so important in modern living that some exposure to such media as radio, television, and the press is essential for the school administrator in training. This might be accomplished in a special course and/or by attending press conferences of successful administrators and those actively engaged in various types of communication techniques.

OUR SCHOOL IS USED BY THE COMMUNITY

GERALD E. NORD

Principal, Benjamin Franklin Junior High School
New Castle, Pa.

School facilities today are being made available more and more to the communities which provide them.

There was a time when school people held an attitude of stand-offish sanctity with regard to school buildings and their public use. Now this is changing. The school system of New Castle, Pa., has drawn up a set of complete arrangements for public use of school property. Five times during the year the auditorium of Franklin Junior High was used by several local industrial plant unions for meetings. Naturally these meetings occurred at times when school was not in session; either during evenings or week ends. The auditorium was used by a local church group which sponsored a musical comedy production with local talent. This required five rehearsal sessions in addition to the five actual stagings before audiences.

An area education group of the state organization used the auditorium for a district meeting on retirement problems, and this took an entire morning. The local National Guard Armory personnel put on a "magic show" for the public, the production being a benefit performance in aid of a needy member. Nurses from a local hospital used the swimming pool a total of nine times in evening classes. These groups held capping exercises in our auditorium on another occasion.

The city recreation groups had swimming classes throughout the winter for a total of 66 nights, besides sponsoring 33 nights of swim therapy for crippled and handicapped children in our pool. Three separate church groups used the swimming pool and facilities for recreational swim parties. Lifesaving instruction classes were conducted by a Boy Scout group at another time.

No greater use has been made of any of the equipment or room space than that made available to athletic groups. The city recreation basketball organization had the gymnasium a total of 50 times for approximately 200 hours of playing time.

Throughout the winter and spring, there were 25 sessions of a Radio Code Class held in two of the rooms at night. These were taught by one outside instructor and one of our own science teachers. Class members were young men interested in securing licenses as "ham" radio operators.

And so, for many years now, particularly since the end of World War II, the local schools have provided for the extensive use of school properties by outside groups. The public has benefited immensely and the relationships between local groups and school personnel have been immeasurably improved.

The Marks of a Successful School Administrator

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The management of the elementary and secondary school and the direction of the over-all educational program by the principal and the superintendent are extensive and complex tasks. The able school administrator can be compared in some ways to the executive in business and industry. Each type of person is wrestling with problems that are tough and exacting, which demand skill, training, experience, and all other factors commonly thought of as being part of the equipment of the one who manages and leads people.

Of the thousands of schools and school systems in our country, each has its special mission to perform. In spite of particular needs and demands of the school or locale, there should exist a core of rigorous qualifications for the successful school administrator, regardless of size or type of the institution. The approach, then, in this discussion is to ask this question: What are some marks of the successful school principal and superintendent which also can form the basis of a self-rating scale? The specific purposes growing out of this question may be stated: (1) to indicate the marks of superior school administrators; (2) to develop a self-rating scale for these executives based on certain factors.

An examination of the educational literature will reveal many opinions as to what should constitute the training, preparation, experience, and other factors combining to produce a successful school administrator. It was felt that five categories would best define those areas for discussing the marks of the superior school executive. Although the modern school principal and superintendent would be hard pressed to live up to the five category demands presented here, it may be universally agreed that he should have more than a nodding acquaintance in each of the areas if he is to be considered a topnotch performer. Each area will then be considered separately, and emerging from these statements will be a self-rating scale for incumbent executives and prospective candidates for administrative positions.

As an Educator

There seems to be no question that educational leadership means being an Educator, spelled with a capital E. In short, the school executive is college trained and is something of an academic specialist in his own name. He is a professional person who has earned the title of an Educator by virtue of understanding, appreciating, and carrying through on the following points by: understanding and appreciating from experience the problems of the person on the firing line — the classroom teacher; upholding the meanings and purposes of education and especially public schcool education in a crystal clear, significant philosophy; displaying academic leadership and know-how, based on solid training in the many phases of child and adolescent life, including the learning process, the curriculum, and the many needs and latest developments in education; and organizing and encouraging educational growth and development toward those goals reflecting the particular mission of the institution.

As an Administrator

The over-all value of any executive is his ability to be a good administrator; that is to say, he knows how to get things done, with the ability to anticipate problems and to make adequate preparations in meeting them. Here are four characteristics that any good principal and superintendent might well be tagged with: selecting compotent assistants and knows how to use their special abilities; organizing staff for efficient delegation of authority and behaves impartially and especially like a "human being"; bringing unity and purpose to staff, students, parents, and everyone concerned by making decisions based on democratic, co-operative effort; and keeping long-range goals and immediate aims constantly in mind and inspires the combined efforts in the execution and evaluation of the total program.

As a Personnel Administrator

The accent here is on the personnel aspects of administration. Modern industrial executives have found increased efficiency accompanied by maximum worker satisfaction through the use of personnel technology, serving both management and the workers. The alert school executive needs to recognize that personnel methods aim at productive work and worker satisfactions even in the halls of learning. An enumeration of the personnel officer characteristics for a successful administration are: establishing fair personnel policies and systems of management, such as promotion and increment of salaries; developing personnel procedures to improve efficiency with emphasis on the human relations factor; keeping open all channels of communications and knowing what is going on; recognizing and crediting good performance; accepting and evaluating suggestions from the staff; and providing personnel opportunities for growth and development.

As a Public Relations Administrator

Schools are definitely in need of better and improved methods of selling their wares to their customers. The school administrator is probably the best ambassador to the public by virtue of his important position. He is responsible for: promoting an aggressive public relations program that reflects the aims and objectives of the schools; maintaining public interest in school affairs at a high level by presenting constantly its needs and purposes; leading the entire staff in developing and building every phase of public relations; and wearing well with all of his constituents with a cordial, affable, dignified poise.

As a Business Administrator

A good administrator should always surround himself with the finest assistants he can pay for and get. The superintendent especially may need a good business manager who will be responsible for this important phase of the total educational program. But both the principal and the superintendent will be better executives by: understanding and knowing fiscal problems, such as budgetary procedures and the like; becoming responsible for providing proper leadership in getting adequate financial support for the schools in reaching objectives; demanding efficiency and economy based on good financial acumen; and talking the language of the business executive in day to day contacts with their constituency.

Summary

The successful school executive should know how to be a member of the academic team, though he is still the organizer and the administrator of a co-operatively agreed upon set of policies. Criticism should be invited, shared, and accepted without resentment. It is his responsibility for placing key personnel, since he cannot be an expert in every area of administration. Confidence is inspired by a scrupulous example of personal integrity and impartiality. He will demand and give loyalty by being human and approachable. Co-ordination and

The principal and room hostess here

sense of direction will be developed with his staff. He knows that progress in administration is built on individual growth of all staff members, and he uses democratic procedures wherever possible. He insists on systematic and orderly procedures; and finally, he has a sound philosophy of public school education that is based on personal scholarship with a background of teaching and perhaps some administrative experience.

A Self-Rating Scale

Rating for principals and superintendents is to be based as follows: A column means one is exceedingly strong in this area; B column is very strong; C is moderately strong; D is weak; E is very weak or not present. As you place a check mark under the appropriate column, you are to rate yourself as to what you are *actually* doing or have done. You should be able to document your rating mark. If you have never been in the position of a principal or superintendent, you can rate yourself in terms of comparable activities such as at the departmental level, or even the business executive level. The prospective administrator may also rate his preparation and training to discover strengths and weaknesses and assist in the mapping of future programs for self-advancement.

I. *As an Educator*

	E	D	C	B	A
Furnishes five years or more of some teaching experiences					
Expresses in some way a personal philosophy of public school education					
Knows needs of learner based on solid college training					
Leads his staff academically with publications and such					
Organizes and directs growth of the school(s) in accomplishing educational mission					

II. *As an Administrator*

Selects competent people (look at records of those you hired)					
Organizes staff for delegation of authority					
Brings unity in his dealings in all phases					
Makes decisions based on cooperative, democratic efforts					
Keeps long-range goals before him constantly					
Evaluates the program continuously					

III. *As a Personnel Administrator*

Establishes fair, written policies and systems for management					
Develops procedures to improve efficiency for total program					
Watches the "human relations" factors constantly					
Keeps channels of communication open at all times					
Recognizes and credits good performance by staff members					
Provides opportunities for staff growth and development					

IV. *As a Public Relations Administrator*

Promotes aggressively a program reflecting school aims					
Maintains public interest in the school at a high level					
Leads the entire staff in developing and building excellent program in this area					
Wears well with all constituents with cordiality and dignity					

V. *As a Business Administrator*

Understands and knows fiscal problems to talk intelligently					
Provides leadership in securing financial means for the schools					
Demands efficiency and economy based on financial know-how and constant evaluation data					
Talks the language of the business executive in day to day contacts					

Suggested scoring: Give 4 points for a check placed in the A column; 2 points in the B column; 1 point in the C column; zero in the D; and subtract 2 points for any marks in the E column. Suggested rating: above 75 points is superior in every way; 50 to 74 points is good; a score below 50 indicates some weaknesses.

ARE WE THANKFUL?

CHESTER C. DIETTERT
North Judson, Ind.

In this nation, where the individual is the recipient of many constitutional rights, are we thankful for all the blessings we enjoy?

Are we thankful for the spirit and courage to oppose evil and do right even against great odds? This is the climate of America.

Are we thankful for all the religious influences that surround us, protect us and keep us at our moral tasks?

Are we thankful for nature's beauty with which God has surrounded us and for the beauty which man has learned to produce by making use of nature's laws?

Are we thankful for the great freedoms our forefathers were wise to project and which now are the very life of our nation? Are we thankful for freedom from dictatorship?

Are we thankful for plenty? Plenty of food, plenty of gadgets, plenty of fun and entertainment, plenty of comfort, plenty of leisure, plenty of work, plenty of books, and plenty of everything good?

Are we thankful that we can share our plenty (even our surpluses) of food and necessities with others here and abroad so that others may rekindle their hopes for the future?

Are we thankful for schools and for the progress which schools inspire? Are we alert to work for continuance of such good progress?

Are we thankful for the many charities with which our country is blessed and to which we may freely contribute?

Are we thankful for our ideals, especially for the ideal of justice which prevails in our land? Are we alert to see that this ideal is realized?

Are we thankful for continued efforts for peace, for organizations like the United Nations whose design is based on this ideal?

Are we thankful for what man has learned about control of diseases for our better health, and for the use of the mighty atom for the good of man?

Are we truly thankful for all those who serve us so well, the farmers who work in the dusty fields that we might have plenty, the doctors who respond to our calls at night when they need rest, and for the men who clean our windshields at the filling stations?

Are we thankful on every day and not merely on Thanksgiving Day when we are especially and repeatedly reminded of our great good fortune?

The principal and room hostess here help this substitute teacher off to a good start for the day.

To the superintendent the "potential teaching strength of his substitute list" should be as important as the strength "of the bench" is to his co-worker, the coach . . .

The Substitute Teacher Makes the Team

EDWIN A. JUCKETT

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Hyde Park, N. Y.

Worked by a regular, or by a substitute teacher, every school day is equally important for the boys and girls in attendance. And the superintendent worries about the potential teaching strength of his substitute list, just as his co-worker, the coach, frets about the strength of his bench.

Here the similarity of the coach's and the superintendent's jobs may cease, but there is no denying the one likeness. For instance, the superintendent faces these challenges:

1. Finding the substitute teacher (getting her to "come out" for the team)
2. Training the substitute teacher
3. Making the substitute a part of the professional team

The seriousness of the challenges is accentuated (*a*) by the expanding needs that stem from added numbers of classrooms, (*b*) by competition with industry and business for potential workers, and (*c*) by irritations inherent in the job of subbing for the regular teacher. These factors prompt the local school system to initiate a positive program that takes the place of the older, *laissez-faire* method of allowing the substitute list to develop from the incoming telephone calls of local, unemployed teachers.

A positive course of action was carried out in the Hyde Park (N. Y.) Central School District, and over a period of three years certain highlights of the program seem worthy of reporting.

I — Finding Substitutes

The first positive approach to building a stronger substitute teaching corps was spawned in a two-day orientation program held in the first month of the school year. With the full support of the local Supervisory Cabinet, and armed with the ideas that had come from its summer meetings, the program was given newspaper and in-school publicity. Contact was made with every known ex-teacher in the community and with every candidate that was stirred by the publicity just mentioned. This contact included an invitation to attend the two-day session, and stated the purposes. These purposes, designed for both interest catching and for results, were sufficiently enticing to attract 25 candidates:

1. To make substitute teaching more effective for the school children of the district
2. To make substitute teaching more meaningful and purposeful to the substitute teacher
3. To create a better understanding between substitute teacher and the school system

As another attempt to strengthen the two-day session and to attract more candidates, the expenses of the group were paid, luncheons were served in school cafeteria, and tours of the schools were arranged.

The fact that the substitute list expanded by approximately 40 per cent over the previous year is an indication that the added efforts were effective in getting out prospects for the team.

The job of adding to, and maintaining the substitute list goes on around the calendar. One effective way is the employment of a special application form for substitutes, and an office policy of sending a copy to every potential candidate that can be located.

A source for finding the right people for substitute teacher jobs is the school faculty. If regular teachers look at the substitute as a part of the team, they are likely to recommend the job to qualified people known to them.

Attractive salary and good working conditions are also mighty important. Some candidates, particularly the ones who "do not need the work," may base their decision of either of these factors.

Another source of substitute teachers is the group of community residents who have at one time or another taught in the

A very profitable day was held, as reflected by the highlights of the secretary's

2. Responsibility

the office at the end of the day to make inquiry about the following day.

local or in other schools. As each teacher leaves the local school to take a home-making job at home, this stock going-away question is in order, "How about doing some substitute work for us?" These local teachers have the advantage of knowing routines, procedures, and patterns of the school and community. And if a superintendent keeps his ear to the ground in the community, he will surely hear someone say, "My wife taught school at Thus-and-So," or "When I was teaching French . . ." That is the time to move in, and suggest that an application be filed for the substitute list.

Still another method of locating teachers is the use of the school's public relations sheet, in the case of Hyde Park the *District Digest*, a monthly publication. This source has led to applications from at least a half dozen substitutes in the past two years.

And now, if it can be considered that the substitute has been found in sufficient numbers, a second challenge is to train her for the job.

II — Training the Substitutes

It has long been apparent that there is a great need for on-the-job training of substitute teachers. Recently, however, the point has been driven home by the excellent N.E.A. study, "Substitute Teachers in the Public Schools, 1953–54."[1] To mention only one point made in the study, "The typical substitute teacher has not taken a college course for twelve or thirteen years, actually closer to thirteen than twelve."

This statement on training is eloquent, as are many other statements in the bulletin. An administrator who wishes to select the more important topics to be discussed at an in-service training program would do well to study this bulletin.

Of the three challenges presented in this article, the second, or training phase seems to be the easiest of fulfillment.

[1]N.E.A. Research Bulletin, Vol. XXXIII, No. 1, Washington, D. C., 1955.

A regular teacher here goes over class routine and plans with a substitute teacher.

Ready-made methods and patterns of possible action are numerous. For example, the following would be one way to go about it:

1. Select the topics that will strengthen the program in the particular local situation.
2. Decide upon the kinds of procedures to be used: lecture, workshop, discussion, participation, buzz session, or whatever combination.
3. Call the substitute teachers together and activate the prepared program plans.

In the first such session held at Hyde Park, substitutes were taught:

1. What the school expects of substitutes.
2. What the school routines are; and how these routines differ from school to school.
3. What the schools are like: meet teachers, children, supervisors; observe classes.

The emphasis was on "telling the substitute" what the school wanted, and giving to the substitute the information that would make her a more effective worker.

The substitutes were most appreciative of the opportunity to learn school routines, and it was agreed by regular teachers and supervisors that substitute teaching immediately became more effective.

This realization by the regular staff of the greater effectiveness is an important point in the project of building team spirit that included the substitute. Teachers began to give more thought to the problems of the substitute, and to take steps to correct some of these "irritations inherent in the substitute's job." To quote the aforementioned N.E.A. study[2] again, "The greatest obstacle to effective substitute teaching is the lack of an adequate lesson plan." Regular teachers began to take a greater interest, and this led to the third step. This third step, or challenge, listed as "Making the Substitute a Part of the Professional Team" seemed to be a natural, follow-up step in the second year of the project.

III — Making Substitutes Part of the Professional Team

The stage was set to develop a feeling of teamwork when the substitute looked at her job as vital for the children, and when the regular teachers and supervisors accepted the substitute as an integral part of the school system.

In the second year, and again as a result of plans made at meetings of the Supervisory Cabinet, it was decided that the substitute teacher would "tell the school," the reverse of the first year's session, at an orientation meeting to be held the first week of the school year. Invitations were dispatched to all those substitutes who were known to be available for, or interested in the work.

But the meeting was quite different, as the substitutes planned their own agenda, and had their own chairman and secretary. Naturally, such leg-work as canvassing the substitutes to get their desired topics for discussion, contacting the chairman and secretary to see if they would act as such, and furnishing data to all candidates had to be arranged by the school administrator. Representative teachers and supervisors attended the meeting and took part in the discussion when their help, advice or counsel seemed important in answering questions raised by the substitutes.

[2]*Ibid.*, p. 25.

These typing students have only 190 days to learn their skills. Many times their proficiency is aided by the work of a substitute teacher.

A very profitable day was held, as reflected by the highlights of the secretary's report to the administrator. Important excerpts follow:

A substitute teacher should have an enthusiasm for her work. A sense of humor is extremely important.

This meeting will help to identify ourselves with the regular teaching staff. Children will come to know substitutes as qualified teachers. The substitute teacher is as important a person to create the correct impression with the public as is the regular teacher.

Suggestions as to further identification with the system:

1. Attend regular teachers meetings at specified times.
2. Chaperone school activities.

Substitute teachers need tangible materials as follows:

1. Up-to-date plan books. The substitute should follow the plan without radical departure from it.
2. Pupils can help to guide the substitute in the day's work.
3. The substitute, using plans and other instructional materials readily available in the room, should show the ability to carry out plans as designated by the regular teacher.

On the subject of discipline:

1. The office is ready to co-operate at any time.
2. Determine the focal point of the discipline problem and deal directly with it.
3. No corporal punishment is to be inflicted.
4. It is the responsibility of the school to warn the substitute of any special problem that exists.
5. Each principal in attendance was asked to explain just how to handle the mechanics of sending a child to the office.
6. These items, it was felt, would help in this discipline problem:

An awareness by the substitute of any unusual events planned for the day.

Substitutes should approach children with the idea of fair play.

Make every discipline problem a positive situation.

Completely change the activity, if necessary.

7. Introductory courtesies help the substitute — make the substitute known to the students.
8. Knowledge of exact routines, class lengths, etc."

From the discussions held at the meeting, the following list of instructions was drawn up and given to each of the regular teachers in the system:

What the Substitute Teacher Expects From the School

From the School

1. Promptness in notification
2. Introductory courtesies
3. Printed schedules of school routines
4. Special assignments, etc.

From the Teacher

1. Specific lesson plans: legible, coherent, complete
2. Seating chart, posted
3. Work schedule, posted
4. Reading groups, listed
5. Work sheets, in an accessible place
6. Plan book, in accessible place
7. Register, up-to-date and available
8. Special schedules such as art, music, physical education
9. Incidental intelligence: recess, lavatory, library procedures

From the Children

1. Courtesy
2. Responsibility
3. Co-operation

This second annual meeting, conducted by the substitutes themselves, accomplished a great deal in the creation of team spirit among all the other people on the team — particularly the teachers, supervisors, and children. A two-way means of communication had been established between the daily workers and the interim workers.

But there were still other methods that could be used to clinch the teamwork spirit, and it is believed that these further projects were succcessful toward that end:

1. A third meeting of substitute teachers, whereat old and new substitutes were called together for orientation, and evaluation of the substitute teaching program, proved an interesting session. This meeting, and parallel work carried on by supervisory cabinet and individual school faculties, generated two new pages in the *Teachers Notebook* (Local Teachers' Handbook) dealing with (*a*) "What kind of lesson plan is expected," (*b*) "When the substitute teacher takes over." Because it may be in the nature of a conclusion for this article, the latter page is set forth here:

When the Substitute Teacher Takes Over[3]

Regardless of our best intentions, and without warning, there may come a time when it is necessary to stay out for a day or more. When it becomes necessary to call the principal to ask for a substitute, it is for the best interest of all the children in your classes to know that the following items are in order for the substitute (Conclusions of third Substitute Teacher Conference held at Violet Avenue School, June 2, 1955):

1. Listing of procedures, rules, policies, and regulations relating to the particular work schedule. Such items as special teacher duties, special duties for the day, etc.
2. Communication between the substitute and regular teacher would be valuable in the case of prolonged absence — if possible.
3. Present a good plan of what is being done. As an example, let us not write "Board Work," but rather, "Drill on the *2* combinations at the board." Or, let us not say, "Is or are," but, "Each child will do twenty sentences using *is* and *are* correctly."
4. Appoint a reliable student or students to help the substitute teacher. This can be done in all grades and classes, and these students should be advised of their prospective duties.
5. It would help the substitute to have the teacher — particularly in the elementary grades — place a marker where the work left off: ex., reading groups.
6. In elementary grades some kind of busy work should be at hand: number sheets, coloring, ideas on work for the slowest group.
7. Such items as paper, lunch slips, register, etc., should be located easily (premium on housekeeping and bookkeeping).
8. Help can be expected from the principal, who will introduce the substitute to the group (if a new substitute). And in all cases, principal or his representative will take teacher to the room and see that she is supplied with all the items that are mentioned on this page.

Also, substitutes have been advised:

1. To mark registers, using pencil.
2. To communicate with regular teacher by a personal note: what was done, problems that arose, changes in lesson plans.
3. That in so far as possible, substitute teachers will be called to the same school. Calls for substitutes will go out as soon as possible. Substitutes are asked to report to the office at the end of the day to make inquiry about the following day.

1. The substitute teacher is a very important member of the team. And like any team play, complete co-operation between regular teacher and substitute teacher is of the utmost importance if good results are to be attained.
2. The substitute teaching project was brought before the parents and children by a picture and article entitled, "Learning with a substitute teacher." In addition to inviting parents with teaching background to consider substitute teaching, the article in the local PR monthly stressed the importance of the job.
3. Last, but certainly not least, is the necessity of developing the correct student attitude toward the substitute. If the substitute is "Target for Today," her job will be no more than that of policewoman, and learning will indeed be scanty. But if the students accept the substitute as "their" teacher, the learning process may be almost normal. This student attitude can be developed only by the regular teachers and supervisors, and the development must precede the visit of the substitute teacher. The job is a part of meeting the challenge of "making the substitute a part of the team." In the experience encountered in the Hyde Park project, it seems possible to build the right attitudes in students: specifically, (1) recognize the problem and give the students a part to play, (2) build a code of conduct for days when the regular teacher is out.

[3]P. 38. *Teacher's Notebook*, Hyde Park Central District, Hyde Park, N. Y.

Conclusion — Effective Learning Every School Day

Every superintendent has been faced with the story that, "Jack isn't doing well in school because you remember the time is second grade when Miss X was ill so long he had to have that substitute so much and didn't get a good foundation." Maybe it's a true story, or maybe the substitute is the scapegoat. True or scapegoat, every superintendent wants to have effective learning every day. The days when the substitute works cannot be neglected in the over-all administrative program.

What happened at Hyde Park is not reported as a perfect answer, but only as one specific attempt that helped to get good round-the-term teaching.

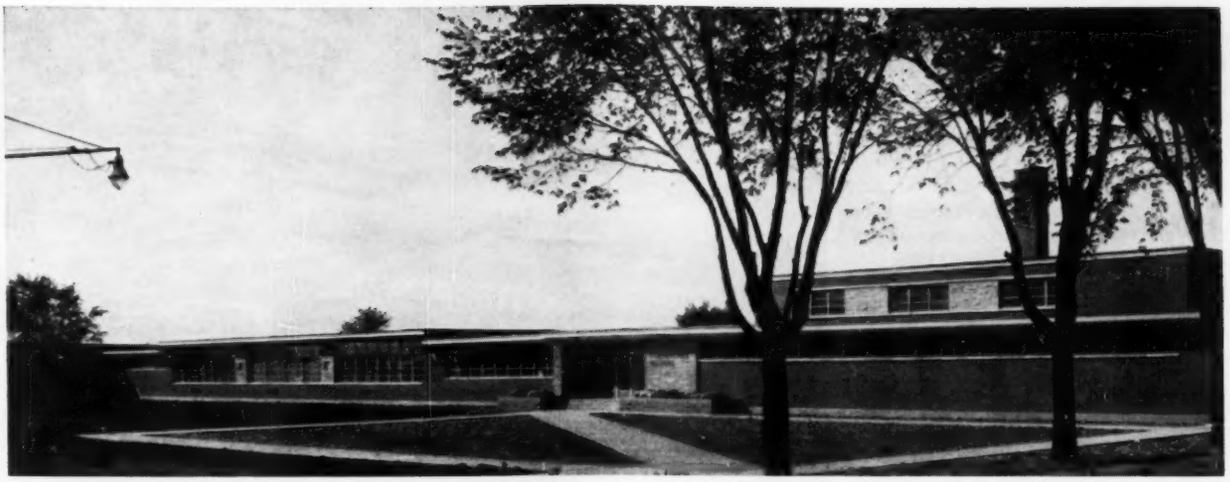
SCHOOL ACCIDENT TOLL

The importance of safety instruction in the elementary schools is reflected in a recent statistical study of accidental deaths among children between the ages of 5 and 14.

According to a report, prepared by the Metropolitan Life Insurance Company, there were among the company's policy holders 3203 accidental deaths of boys and girls during the years 1950 and 1954. Of these, 2307 were boys, and 836 were girls. The death rate was 17.9 per 100,000. In the age range of 10 to 13 years, the death rate among boys was 27.0, and among girls 7.8.

The most important causes of death were motor vehicle accidents, and the next in importance were drownings. A comparatively low number of accidents were due to bicycle riding, the use of firearms, and conflagrations. The figures do not include accidents which were not fatal.

The total number of deaths annually, due to accidents among children at ages 5 to 14 years, is 6000. Of these, the larger number are boys. During the period 1942 to 1954, the number of fatal accidents among boys was reduced from 40.6 to 30.6 per 100,000; and from 16.7 to 13.8 per 100,000 among girls.



The Kenwood Elementary School, Bowling Green, O. — Strong, Strong and Strong, Architects, Lima, O.

The Kenwood Elementary School

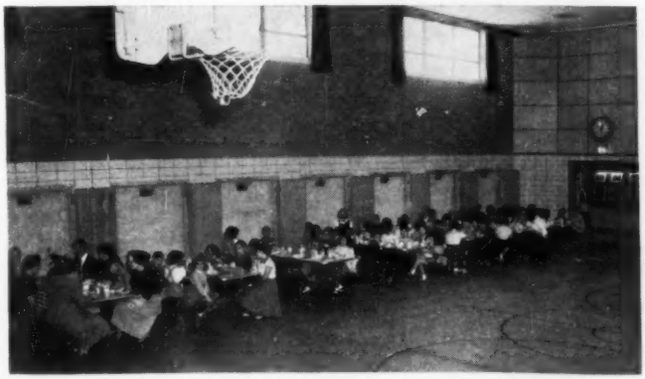
This attractive, functional model school building has a kindergarten, classrooms for both elementary and intermediates grades, and a fine usable multi-purpose room.

H. L. BOWMAN

Superintendent of Schools
Bowling Green, Ohio

The Kenwood Elementary School, Bowling Green, Ohio, is a one-story, "L" shaped fireproof building, consisting of 12 classrooms, a kindergarten, library, and multi-purpose room with an adjoining kitchen, offices, and clinic, showers and locker rooms, and rest rooms. The south section of the school houses the kindergarten and primary grades; the west wing contains the intermediate grades. The combination auditorium-playroom and kitchen, available for both school and community use, are grouped together as a base for the two wings.

Functional in design, each classroom has both chalk and bulletin boards, sinks with hot and cold water, drinking fountains and an adequate supply storage space. The kindergarten and primary grades, in addition, are provided with individual scaled-down toilet fixtures.



A view of the multi-purpose room in the Kenwood Elementary School, showing students and teachers at lunch. Wall-storage, folding tables are used.

Construction Details

The foundation walls are of reinforced concrete; the exterior walls of brick and stone, while the interior walls are composed of glazed tile and celocrete blocks. Floors are of concrete and steel with asphalt tile for classrooms and terrazzo floors in hallways and rest rooms. The ceilings are of fireproof acoustical plaster and tile; the windows are of steel sash.

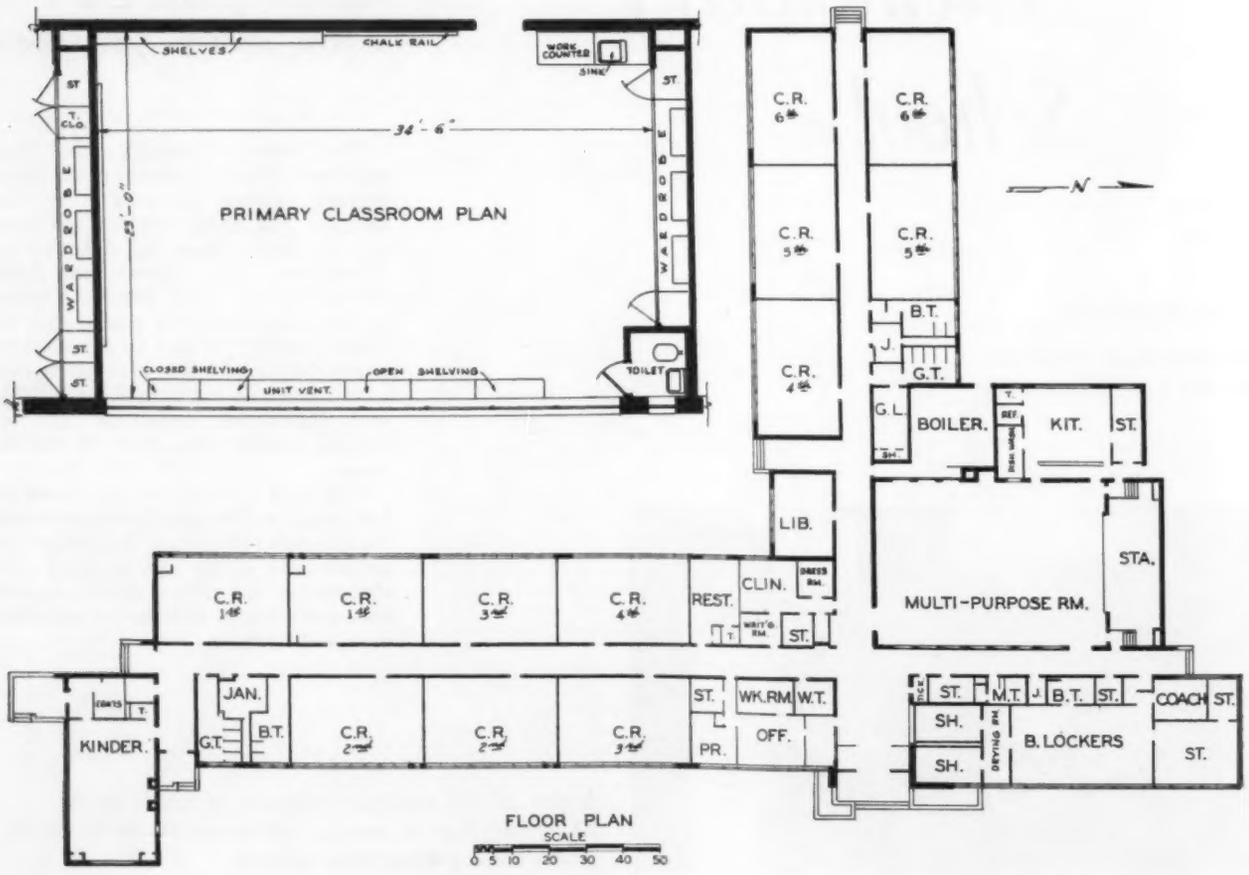
The building is steam-heated with a boiler equipped for either gas or oil. Ventilation is by the unit system, each room receiving its individual requirements of fresh air directly from the outside. Fluorescent lighting is used throughout with the exception of the kindergarten and multi-purpose room. Full glass windows are provided in each room and have fireproof Fiberglas draperies.

The Special Kindergarten

The kindergarten has a special adjacent vestibule with a viewing which permits observation without the students' knowledge. The room has a unique floor design for children's grouping, games, and other kindergarten activities.

The cost for the building, including architect's fees but excluding equipment, sidewalks, and drives, was $449,490. The total cost for the fine educational plant was $496,407.

Above: the cheerful, informal kindergarten room of the Kenwood Elementary School; Below: the detailed primary classroom plan and the floor plan of the entire one-story building.



Planning an Intermediate School

F. J. GOTTFRIED
Superintendent of Schools
Elyria, Ohio

How one community, in planning an intermediate school, avoided the danger of overbuilding a particular type of facility, yet met immediate school needs.

Few school systems in our country are not facing immediate or proximate school building problems at this time. School administrators, working with their professional staff members and research groups, are carrying on educational planning projects and are endeavoring to work out over-all school plant programs to meet instructional needs and to house properly increasing enrollments. Boards of education, co-operating with citizens' committees, are struggling to get community acceptance of the need for financing the school building programs.

It is the purpose of the writer, in this brief article, to show how one community, in planning an intermediate school, has anticipated a long-term educational program and met an immediate need for additional instructional facilities without running the danger of overbuilding a particular type of facility. This additional building is expected to solve at least one big school building problem of the Elyria, Ohio, city school district.

Elyria is a politically, socially, and economically sound American city which, like other cities, experienced growing pains during World War II and the post-war period. The present population is about 35,000, which represents a growth of approximately 20 per cent in the past 15 years. The population growth has occurred in all four sectors of the city so that the need for additional buildings has been widespread in amount and spread widely in area.

Elyria is divided into four almost equal sections, due to the fact that a major railroad intersects the city east and west and a river intersects it north and south. At present, each of these four parts contains three elementary schools, with the exception of the northeast sector where the third elementary building is under construction. Beginning with the 1954–55 school year, there are 12 elementary buildings for kindergarten through grade eight, and one centrally located high school serving grades nine through 12.

Eastern Heights Area

The quarter of the school district, known as the Eastern Heights area, lies east of the river and south of the railroad and contains approximately two and one-half

A front exterior view of a typical intermediate school — the Eastern Heights School, Elyria, O. — Outcalt, Guenther, and Associates, Architects, Cleveland, O.

square miles of residential territory, practically all within the corporate limits. The housing pattern is typical of older communities, with the older residences near the central business district and the new housing developments on the outer fringe.

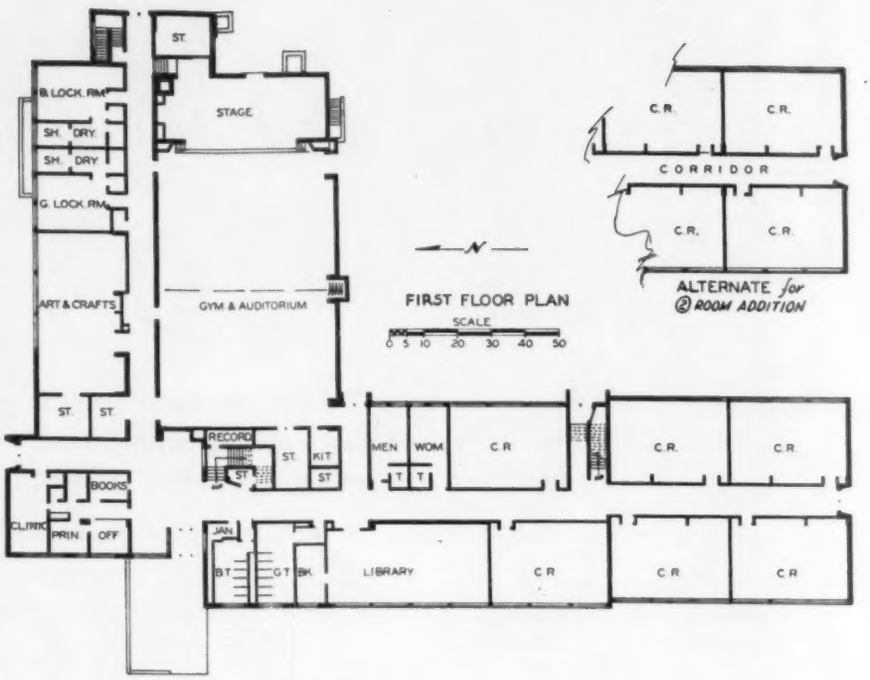
Since the turn of the century, the elementary school needs of this area have been served by two elementary school buildings, well located to provide walking distance for the elementary children. The one building has 11 classrooms, and the other eight classrooms. Until a few years ago, each building operated a program for all grades, kindergarten through grade eight. Both buildings, built more than 40 years ago, lack many of the special facilities necessary for a modern educational program.

With the rapid growth in enrollments following World War II, the Elyria board of education recognized the shortage of elementary classrooms. The board's findings were confirmed by a building survey by the Bureau of Educational Research of the Ohio State University. At first it was felt that one of the existing elementary buildings could be replaced with a new modern structure, but the rapid increase of new houses in the area, coupled with the rising cost of construction, convinced the school board that both old elementary buildings would have to remain in use for some years. Steps were accordingly taken to repair, redecorate, and modernize these buildings through painting, new floors, new furniture, lighting, and movable equipment.

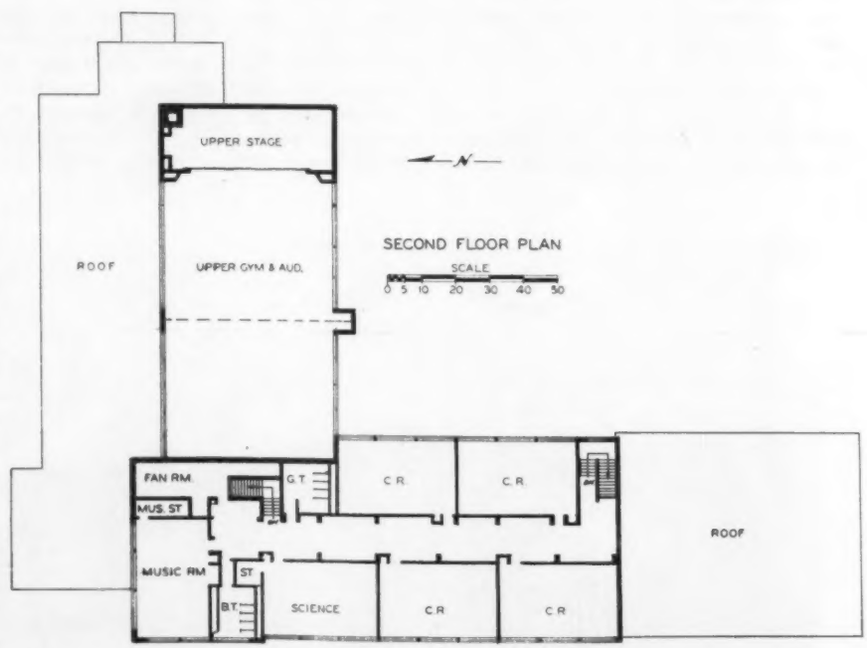
In deciding to build a new building with additional classrooms, it was recognized that the two existing buildings served their respective neighborhoods well, providing easy walking distance to and from school. It was also recognized that to provide complete facilities for a modern educational program for the upper elementary grades, including seventh and eighth grades, considerable remodeling as well as duplication of special facilities in the two existing buildings would be required. It was recognized, too, that in the future there would be an increasing need for junior high classrooms and a possible recession in the need for elementary school space.

A Broad Program

With these considerations in mind, the decision was made to plan and construct an intermediate building designed for a broad junior high school program, serving grades five through eight. The building contains 14 classrooms, as well as special facilities for the pupils in grades five through eight. The two older buildings provide adequate space for the children in grades kindergarten through four. In other words, these three buildings serve the classroom needs of all children, kindergarten through eight, in the southeastern section.



The first and second floor layouts for the Eastern Heights School in Elyria, O., showing facilities provided by a flexibly designed intermediate school.



The new intermediate building contains complete facilities for a modern educational program. Grades five and six are taught in self-contained classrooms, and grades seven and eight are departmentalized. All of the regular classrooms have sinks, work counters, and other facilities necessary for a variety of classroom activities. In addition, there are complete facilities for physical education, auditorium, music, arts and crafts, a clinic, an office, a library, and a community room. The building is planned that it may be expanded for academic and other schoolwork as the growing

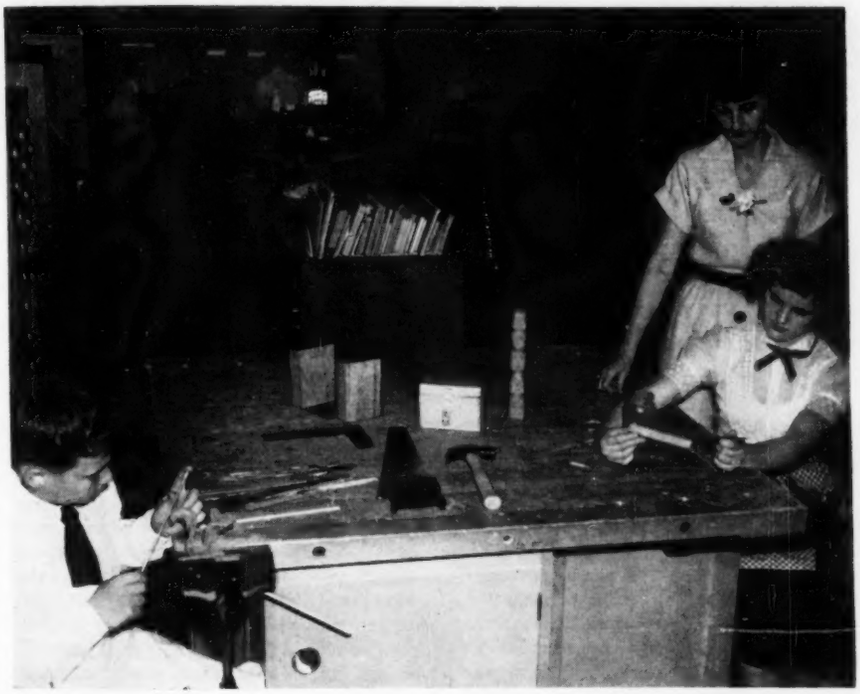
The expansive library (left) and arts and crafts room (below) are special areas of the broad junior high school program provided by the Eastern Heights School.

enrollment demands. Should the elementary enrollments in this area make it necessary, consideration may also be given to adding a primary wing.

When the present wave of elementary-age pupils passes through the two primary centers, grades kindergarten through four, it is possible that the intermediate center will be overcrowded for several years.

Flexible School Program

The provision of an intermediate school building has provided a certain flexibility to the total school plant, which would not have been possible if this building had been designed simply as an elementary building. It is too soon to determine whether or not the building will continue to serve only grades five through eight, but whatever developments may occur within the next 50 years, this school will continue to serve well the needs of one area of the school district. Finally, it should be observed that this solution to a building problem in this area of the city represents the most economical solution, as well as providing the elements of flexibility.



A FARSIGHTED BOARD OF EDUCATION

The Elyria City Board of Education who planned a flexible educational program to serve future needs. Left to right: *Howard C. Gollmar, Vice President; Rufus G. Taylor;* Worth A. Fauver; Burton Ohlemacher, President; and Pierre R. Smith.

"A School in 21 Days"

1. THE EDGELEA STORY

J. RUSSELL HIATT

Superintendent, School City of Lafayette
Lafayette, Ind.

Superintendent Hiatt's report on the situation and planning behind this new attempt to construct better schools faster.

Today we have 201 students attending classes in an efficient and modern school building that was completed, ready for full occupancy, in 21 working days after the footings were set. The cost — $18,443.82 per classroom. A building so flexible that within a 10- to 14-day period, an enrollment bulge can be met by an additional room or rooms or even an additional wing.

This is the fabulous Edgelea Story — what we believe to be the answer to many school administrators' and school boards' most harassing problem, the problem of record-breaking enrollments.

To understand the Edgelea School and its birth, let me briefly relate the environment of its conception.

The Economic Situation

Lafayette, Ind., is a rapidly growing city — a city which, prior to World War II, largely depended on the wealthy farm area surrounding it and Purdue University for its economic existence. This economic situation provided Lafayette with the enviable distinction of being the second wealthiest city in the United States on a per capita basis. A distinction, incidentally, it no longer enjoys. During and following the war, our city had a significant industrial expansion.

Altogether, this made for a rapid growth of our population — from a census figure of 28,000 in 1940 to a Chamber of Commerce estimate of more than 40,000 today. The school population has grown in the interim from 4050 to nearly 7000 pupils. This 70 per cent plus growth in the student enrollment has confronted the board of school trustees with a most difficult problem — one of providing enough classrooms for all comers. Their diligent attendance to this problem can be attested by the fact that they have built three elementary schools, one junior high school, and an auditorium in the past five years.

Increasing Attendance

Some two years ago, because of the continuing acceleration in the rate of increase of pupils, it became apparent to the board that limitations of finance for capital outlay and time needed for conventional construction were going to bottleneck the total school city educational program, unless a break-through could be found.

It was natural they should turn their attention to prefabrication. Lafayette is the home of the largest manufacturer of prefabricated homes in the nation. The

Edgelea's attractive exterior has gone far to eliminate the "barracks-look" of the prefabricated school.

foundation was poured, and the morning of

Left: A typical classroom of Edgelea's basic two-classroom unit, showing the tackboard, storage space behind folding partitions, cabinets, and sink space. Below: The glazed corridor with its painted grooved plywood walls.

board had witnessed modern, substantial homes erected, ready for occupancy, in an eight hour working day. Thus it was they invited James R. Price, president of National Homes Corporation, to confer with them concerning schoolhouse construction.

During the conference, the board and Mr. Price agreed upon one basic principle: some method must be devised to build classrooms quickly and economically, without sacrificing *any* of the quality or functional assets of the rooms themselves. In other words, we wanted classrooms with all the functional areas (project area, counter space, sink, cabinets, adequate storage space, etc.) that are necessary for a teacher to do the best possible job of teaching. We were not willing to sacrifice any portion of our educational effectiveness for these other considerations. We believed there was a way of achieving our goal without making the sacrifice necessary. Challenged by the problem, Mr. Price agreed to tackle it.

Months went by, months of co-operative effort and consultation on the part of National Homes, the board of school trustees, and Walter Scholer and Associates, architects for the school city.

Last June, the board became aware of the fact that a field (where, Thanksgiving Day of 1954, a farmer had been husking corn) was being transformed into a thriving subdivision of some 400 homes — all to be occupied before the start of the 1955–56 school year. It was anticipated that some 200 children (grades K–6) would be living there ready to go to school come September. A critical problem, by any yardstick, confronted the board.

The Prefabricated School

The time had come to unveil the pilot model of a prefabricated school we all had painstakingly planned for many months. What would the patrons' reaction be to a prefabricated school? How attractive would it be? How flexible? How functional? Is it a safe structure for my child? All these questions were asked the board many times between that late July day, when the

A rear view of the Edgelea School, well-adapted to its site by Walter Scholer and Associates, Architects, Lafayette, Ind.

foundation was poured, and the morning of September 7, when the Edgelea School swung wide her doors and joined all other city schools in welcoming the city's youth. (The schedule for the Edgelea School ran as follows: June 20, contract awarded; June 24, foundation started; August 3, columns and beams erected; August 4, roof installed; August 5, panels erected; and September 6, school completed).

Some weeks have passed now since the first day of school. Many of our patrons have seen the Edgelea School. Many school board members, school superintendents, and school architects have visited us. The press spent a day in Edgelea. And all who have come have been impressed by the experience.

Greater Flexibility

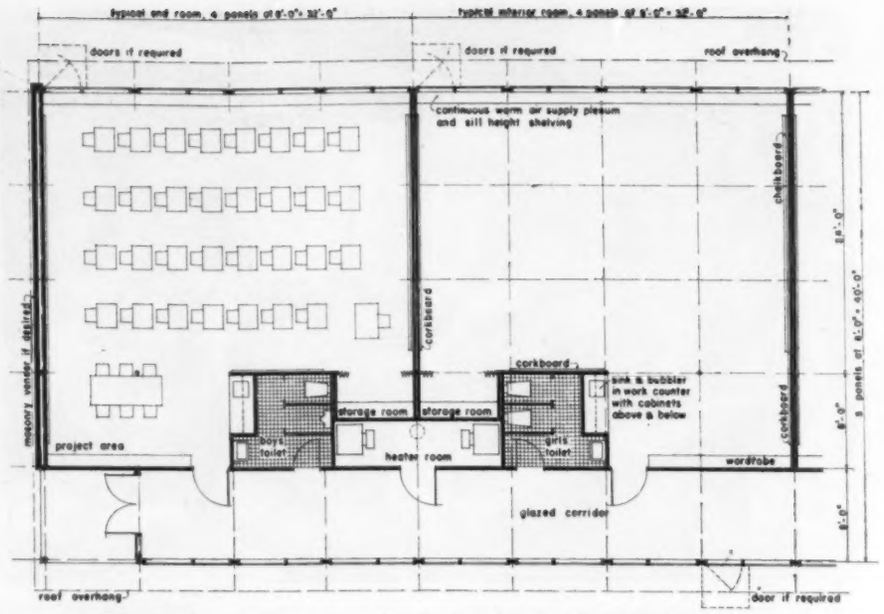
It's possible that Edgelea is the break through the shackles of high cost, long periods of construction time, and the unwieldiness of conventional construction. Edgelea may well open up an era of much shorter construction periods, greater flexibility in building, and less cost — all without sacrificing functional quality.

To the many school boards and administrators with problems such as ours, Edgelea may point the way to a solution of the ever growing need for more classrooms — now.

2. CONSTRUCTION AND COST DATA*

The Edgelea School consists of four basic two-classroom units, each of which provides two self-contained classrooms of 768 square feet, as well as two 128 square feet project areas. Each unit offers a utility core with twin toilets, counter flow warm-air furnaces, storage and classroom work counters, sinks, and drinking fountains. Two kindergartens and an administrative area, consisting of an inner and outer office complete the available space.

*Compiled by the SCHOOL BOARD JOURNAL staff.



The basic two-classroom unit which makes up the Edgelea School.

"Roughing In" Procedure

When the concrete foundation wall and piers were in place, and the underfloor installation of all necessary service utilities were completed, the area was backfilled, covered with a vapor seal blanket, and insulated. Over this was poured the 4-inch reinforced concrete floor slab on which the unit was erected.

Designed on an 8-foot module bay system, the school used laminated columns and beams. Metal tees support a combination rigid insulating and roof deck — the underside of which is paintable — which bases the built-up roof.

Classroom Details

The ceiling height of the classrooms is 8 ft. 11 in. Sill-height sectional cases provide a continuous display counter top and shelves for book storage along the exterior wall. The backs of these cases form the warm air supply plenum.

BOARD OF SCHOOL TRUSTEES, LAFAYETTE, IND.

Responsible for planning the Edgelea School were (Seated, left to right): Harry P. Schultz; George H. DeVault; Gray LeVitt; (Standing): A. Glen Armstrong, School City Attorney; Russell F. David; Harry R. Murphy.

Four Important Steps in Constructing the Edgelea School . . .

The space between the two classrooms is soundproofed. Gypsum boards form all interior wall surfaces, excepting those of the work space and wardrobe in the project area, and the heater room. Grooved plywood is used for the work space and fire-resistant board is used in the heater room. The porch and corridor walls are also covered with grooved plywood. The exterior end walls use masonry veneer.

Asphalt tile is the finish floor for the classrooms, storage and project areas, while finish concrete is used in porch, corridor, and heater room floors. Ceramic tile is used in the toilet room floors and wainscots.

Abundance of daylight is provided by the large, single-pane window wall, 164 square feet of glass area, which is directional on top and clear on the bottom. The outside corridor is glazed from sill height to ceiling.

Each classroom has its own heating and ventilating unit that can be individually controlled to maintain the desired temperature. The warm air is distributed through a continuous damper controlled plenum formed by the bookcases and by additional registers at the exterior walls of the end classrooms and the corridors. Individual electric hot water heating is provided for each basic two-classroom unit.

The Edgelea classrooms feature a new classroom furniture development in desks with vinyl foam cushion seat and back in pastel colors.

The Costs

The cost of the basic two-classroom unit of the Edgelea School, excluding walks, drives, and grading, was $36,887.94. Some of the major costs, which will naturally vary in different areas, are:

Foundation	$ 796
Insulated Concrete floor slab	1266
Basic two-classroom unit package	9372
Heating and ventilating	4952
Electrical	3622
Plumbing	4377

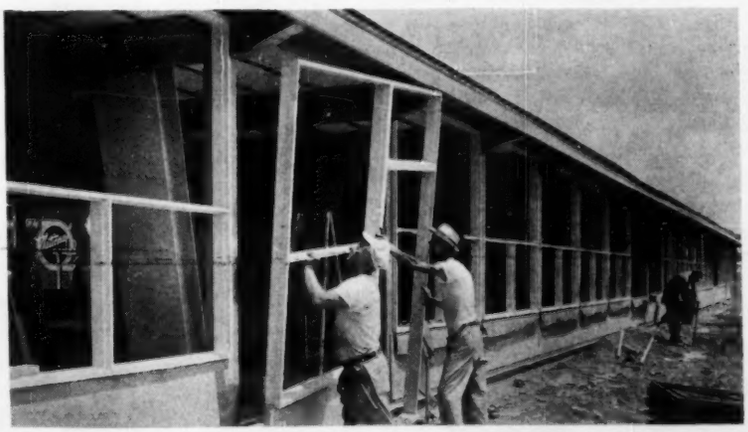
An Evaluation

In certain localities, boards will be able to erect a school similar to Edgelea for only a little more than half the cost of a conventional school which offers similar instructional features. Maintenance costs of the plywood walls, however, will undoubtedly bulge heavily through the years. Some adjustment in various construction details, of course, must be made in less temperate climates. But the 21-day construction better than halves the time spent in erecting semipermanent schools which have become the necessary refuges of hard-pressed school boards.

The Edgelea school has eliminated the severe, "prefab" appearance of existing mass-produced school units. The outside masonry veneer finish is attractive. The two-classroom units can also be adapted by an architect to the best grouping which suits the available plot. A school like Edgelea offers flexibility. It can supplement existing facilities in an emergency; it can accommodate a portion of the school enrollment brought about in an expanding housing development.

1. Laminated wood beams and columns are erected on the concrete foundation.

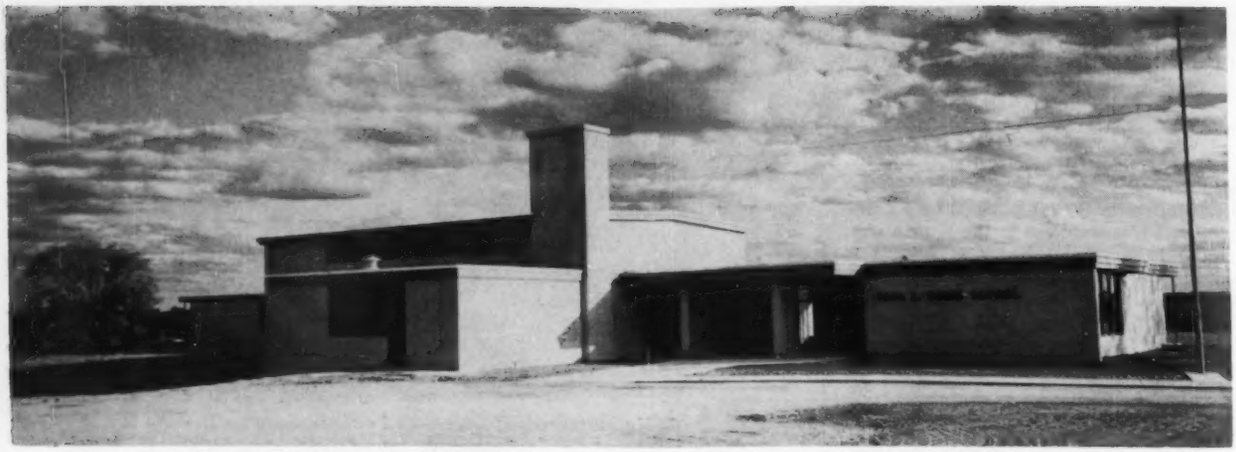
2. The insulating and acoustical roof deck is set on metal tees.



3. Outside window frames are fastened in place.

4. Prefabricated interior wall paneling is set in place.

and consists of five standard classrooms



The front entrance to the Paul I. Bolin School, East Peoria, Ill. — Gregg & Briggs, Architects-Engineers, Peoria, Ill.

An Elementary School Designed for Expansion

C. C. BRIGGS

Gregg & Briggs
Architects & Engineers
Peoria, Ill.

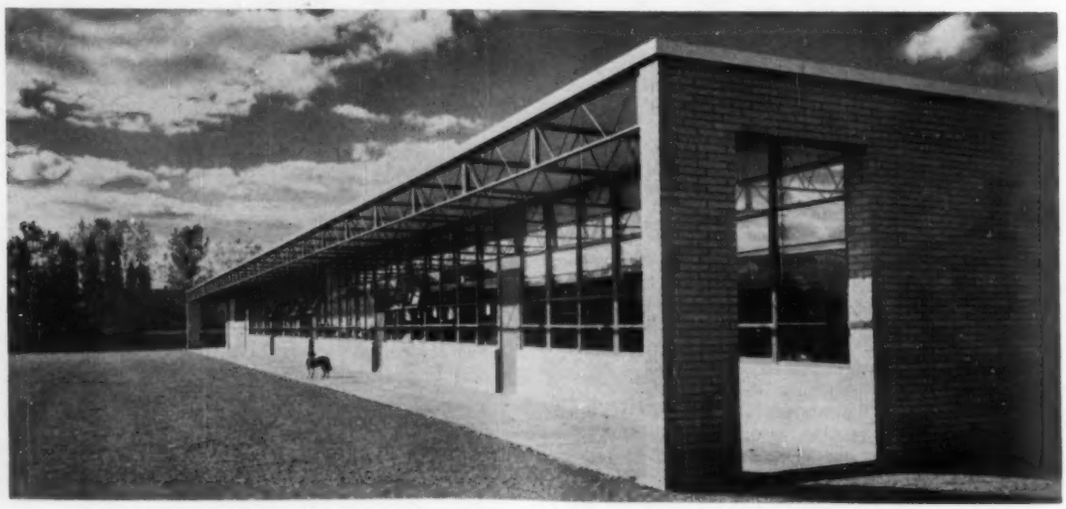
It is a fine tribute to a school superintendent to have a new building in his district named for him while he is still the active executive. The people of East Peoria feel this way about their cacpable leader, Paul L. Bolin. During the many years that Mr. Bolin has been superintendent in District No. 86, he has been instrumental in bringing about many needed improvements. The high standards that have been achieved are largely the result of his experienced guidance.

The new Paul L. Bolin School has many features to commend it to the careful study of other boards of education faced with similar building problems. The site was studied and, in consultation with the superintendent and members of the board, a plan was selected which economically satisfied all the requirements and also provided amply for expansion in all phases of school activity. The results demonstrate a happy compromise between the initial cost of new buildings the eventual cost of maintenance over a period of years.

The board selected a site within the residential area served, which has a convenient approach and a beautiful view over a distant valley. There is a decided slope in the property which provides excellent drainage and there is ample room for playground as well as off street parking for visitors.

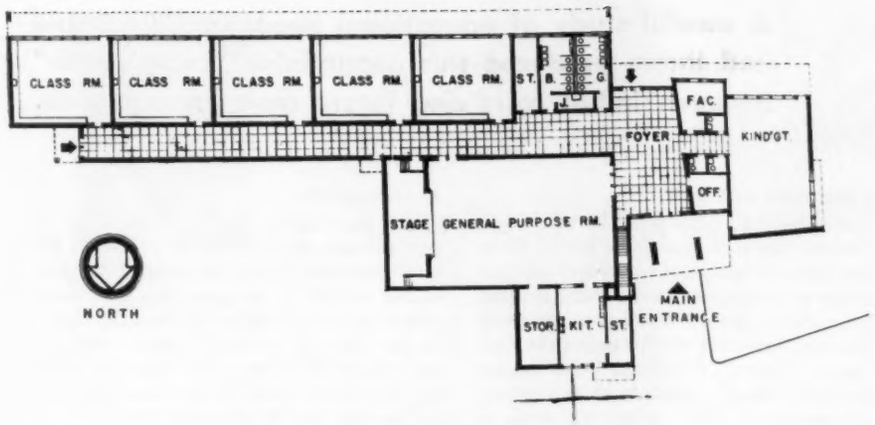
Description of Plan

The school plan is divided into three distinct groups: (1) the kindergarten or "little tot" area which is combined with administration; (2) the large or common use areas with their group functions and service; and (3) the area of general classrooms with its sanitary facilities and storage room.



A rear, classroom-wing view of the Paul I. Bolin School, showing outside, open joist canopy construction that will lend itself to future expansion.

A careful study of educational needs and available



The floor plan of the Paul I. Bolin School

The main entrance is from the north directly approached on a circular drive around a parking area. Under the covered porch there are entrances to the main foyer and to the private kindergarten group. This large kindergarten has windows on two sides and a sheltered porch on the South. An independent door to this sheltered area is provided for classroom use only. Private, separated toilets for boys and girls are placed on both sides of the entrance to the kindergarten and the foyer is further divided from this kindergarten group by a small faculty room with its kitchenette and faculty toilet facilities. A small office for the principal is located near the main entrance. There is an entrance to the foyer on the south directly opposite the main entrance which provides for easy extension of the corridor in this direction for as large an addition as is necessary. This circulation through the main corridor gives access directly to the playground area from the entrance and from the administrative rooms. It also provides direct access to and from the general purpose area.

Left of the main foyer is the entrance to this large general purpose room 40 by 70 ft. with stage facilities at the opposite end. There is an exit near the stage to the corridor which leads to the classrooms. There is also an exit from the stage anteroom. This all-purpose room has clerestory lighting placed high on both long walls which gives ample light from both north and south. The room can be easily made larger in the existing plan by extension directly to the east. However, at the present time this room is used for both cafeteria and activity room. On the north side of the all-purpose room there is a storage room for chairs and equipment and a direct entrance to the kitchen and service area. The service entrance to the kitchen is on the north from the parking area where trucks may deliver all items for school uses.

The school is heated with oil and the boiler room is located directly under the one story service unit. The ground is lower on the east side making it possible to approach the boiler room on grade at the lower level. There is also a small inside service stair leading from the main foyer to the main boiler room.

The third group or classroom group lies across the hall from the all-purpose room and consists of five standard classrooms with provisions for three to five more classrooms which may easily be added on the opposite side of the corridor and at the east end. Each classroom is approximately 26 by 30 ft. in dimension and is equipped with adequate private wardrobes and workbenches and a sink in each room with storage cabinets for teaching material on two sides of the room. There is a private classroom exit door to the south in each room leading to the long protected porch which has an 8-ft. canopy the entire length of the south side of the building. This porch directly faces the general play area. General toilets were supplied for both boys and girls between the classroom and the general foyer. In addition to these facilities a storage room for school materials was placed between the toilet areas and the first classroom. This is a pullman type storage closet with shelves on both sides.

The direct circulation in this plan permits easy extension to more than double the capacity of the school which would eventually have two wings similar to the present completed building.

The kindergarten (right) and typical classroom (below) with the large number of cabinets and more than adequate area of tackboard

A careful study of educational needs and available finances produced this expandable "compromise" between initial costs and future maintenance costs.

Construction

The Paul L. Bolin school is a one story building of masonry and steel. Essentially the exterior consists of a light colored norman brick which is backed up on the interior with concrete block that is painted. Special surfaces are covered with birchwood cabinets or glazed tile and in the main foyer, the wall is stack bonded norman brick. The floors are all concrete over gravel fill and insulation, and are covered with asphalt tile in varying patterns. The roof is a built up flat roof finished in tar and gravel over an insulated poured gypsum deck. This gypsum deck is installed on a factory prepared patented form which when in place acts as a treated acoustical material on the finished ceiling. The gypsum insulated deck is supported by open web steel bar joists which project from the inside wall of the classrooms out through the exterior wall to the outer edge of the canopy.

In the all-purpose room the finish is also painted concrete block trimmed in wood around the stage. The ceiling is similar to the poured gypsum ceiling in the classrooms. However, the structural supports for the roof are laminated factory glued beams and also laminated wood purlins. The structure over the main foyer and kindergarten is also composed of laminated wood beams. In the foyer a hung ceiling of acoustical material is used as an added finish.

All windows in the building are steel intermediate projected type with classroom window mullions of steel also. All doors and cabinets are of natural finish birch hardwood, and the interior of the toilet areas is finished in colored glazed tile walls.

The heating equipment consists primarily of a hot water circulating system from the source to continuous fin type convector radiation along the windows of the classroom. Unit heaters are used in special areas including main foyer and all-purpose room.

Classroom Features

The standard classrooms in this school combine the very interesting use of structure with the necessary equipment and materials otherwise used in the room. Brilliant color adds to the combination of materials. The open bar joists which support the roof, form a pattern of brilliant color against the light colored insulation of the ceiling. The fluorescent lights which are hung in strips on the bottom of the bar joists give an even distribution of light over the classroom and add to the appearance. There is a division between the outer and inner portion of the room composed of a free standing tack board supported on steel dolly columns. The area behind this tackboard is used for cloakroom, wardrobes, and a bench for students to sit down on while putting on their boots.

The wardrobe area is lighted by several skydomes of Plexiglas. These new skylights are cast in one piece and are a great improvement over the previously used skylights composed of many pieces of glass. In the rear of the room there is a workbench with complete closed birch cupboards and a built-in sink. The bench top is composed of formica and above this bench is a display board consisting of perforated hardboards for the purpose of attaching many different types of exhibits. This row of cupboard and tackboards lines up in height with the free standing tackboard and also with the green combination chalkboards which line the front wall of the room. The window sills are marble and require very little maintenance care. The windows on the west have Venetian blinds but in the classroom which border on the portico small shades are used only on the lower portions of the window.

Kindergarten

The kindergarten has the same type of free standing division which is formed by a soft tack board mounted on steel columns behind which is an area for individual pigeon holes and spaces for hanging coats. In this case the wardrobe area is next to the special front entrance near the main entrance under cover of the front canopy. On the one side of the room they have a specially built patented tilt top chalkboard with combination reversible sides; the opposite side being a pliable tackboard. On the other side of the room there are birch work cabinets and benches with formica top and built-in sinks. This provides ample storage for teaching materials at all times. The ceiling in the kindergarten has fluorescent lights atached to the underside of factory laminated beams which are painted a color to contrast with the acoustic material. A good deal of attention was given to the color choice for the floor patterns and these unusual shapes were designed to co-ordinate with the metal tube furniture which is finished in brilliant color and natural finish plywood. On the south a projecting canopy provides ample sun protection.

Exterior

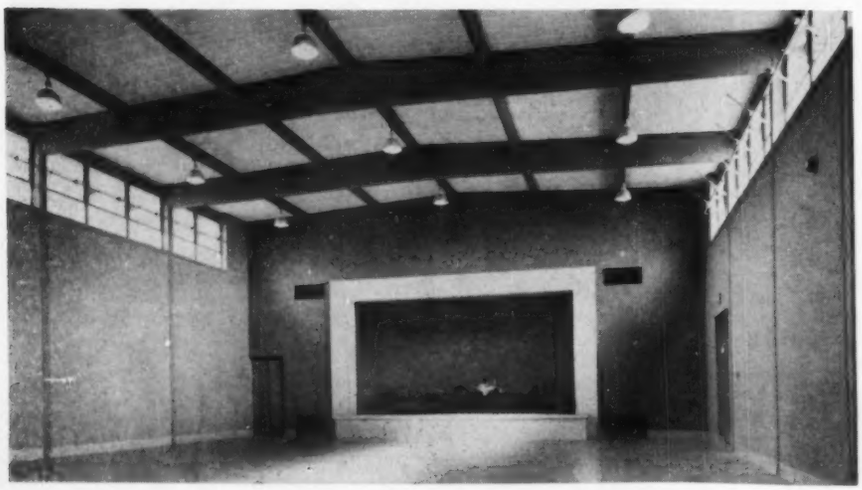
The south elevation presents an unusually attractive view with its brilliantly colored doors — different color for each door — in contrast to the very light colored brick and the dark red on the bar joist. The joists are exposed on the exterior as an extension from the interior. This protecting portico is an excellent feature for practical use in bad weather next to the playground.

COSTS

General	$175,570
Plumbing	24,000
Heating	27,747
Electric	10,800
	$238,117

UNIT COSTS

Cost per sq. ft., $14.70.
Cost per comparable classroom, $28,000.
Cost per plumbing fixture, $690 including sewage disposal, deep well pumps, etc.
Sewage system, $6,000.
Deep well system, $4,000.



The all-purpose room can easily be made larger. Used now as both cafeteria and activity room.

William W. Theissen, President-Elect

National Schoolhouse Council Advances

Anticipates High School and College Plant Shortages

A revision of four important sections of the "Guide to Schoolhouse Planning and Construction," an intensive study of the tendencies in secondary school education and of the logically necessary improvements in the plans of high school plants; a study of standards in the preparation of school administrators and specialists in the school plant field for more efficient performance of school plant planning and construction; an exploratory study of the advisory services needed by college authorities for the solution of the growing problems of college-plant expansion — these major fields of activity were seriously discussed and acted upon by the National Council on Schoolhouse Construction at its 32nd annual meeting in New Orleans, La., September 20 to 23 inclusive. The convention — under the leadership of President W. R. Flesher, aided by W. D. McClurkin, secretary-treasurer; Lloyd Waite, chairman of the Research and Publications Committee; James Reid, chairman of the College Planning session; Harold Silverthorn, presiding over the Secondary School Planning sessions; Francis Darby, chairman of the Professional Training Committee; Ray Hamon, reporting member of the Z-65 Joint AASA Committee on Building Measurements; Wilfred F. Clapp, banquet toastmaster; Cleve Westby, chairman of the Resolutions Committee; George D. Engelhart, reporting for the State Services Committee — was a strictly working convention which discussed present-day problems of school plant planning and construction. Throughout the week, discussions were highlighted by the well-understood shortages of schoolroom space, the growing difficulties of financing needed new buildings, and the deeply felt determination to serve the growing floods of school children by completely serviceable school buildings — adequate in space and teaching facilities.

The local committee, headed by Architect Charles Colbert and actively led by Business Manager Harold Porter and Supt. of Schools James P. Redmond, provided thoughtful hospitality and interesting tours of the newest Orleans Parish school buildings. These buildings revealed a remarkable combination of forward-looking solutions of educational planning, fine adjustment of plans and orientation to site limitations and climatic conditions, clever design, and fine adjustments of materials and permanent equipment to economic limitations and long-range maintenance.

The Research for 1956

On Wednesday morning the Council members in attendance were divided into six groups to discuss and recommend data to be used by the Research and Publications Committee in revising and adding to the first four chapters of the 1954 Guide. Near the close of the final business session, it was voted, upon recommendation of Lloyd Waite and the Research Committee (1) that a separate bulletin be prepared on the planning of secondary schools following suggestions of three of the discussion groups above mentioned; (2) that the Joint Task Committee on Lighting complete its work, and that Chairman Charles D. Gibson prepare the material for a new Guide chapter on lighting; (3) that a progress report be prepared at the 1956 convention for revising the material on school plant program planning; (4) that a revision of the chapter on sites be worked out and recommended for the Council's consideration; (5) that a new committee be appointed to develop ways and limits of service which the Council may give in the solution of the College and University planning and construction problems anticipated by 1970; (6) that the liaison activities of the Council be expanded to include professional groups engaged in the study of special aspects of education requiring school plant facilities; (7) that the Executive Committee explore the problem of financial support for new research activities and for the employment of a permanent executive secretary.

High School Plant Growth

Led by Harold T. Silverthorn as chairman, the Thursday morning session took up conflicting trends in the planning of high school buildings, and developed the basic theme that the special facilities must be planned not only with local practices, enrollments, and educational programs in mind, but account must also be taken of national trends. High schools are undergoing radical changes in the organization of work, the ends to be achieved, and methods to be used, and these must be met by flexible plants if the future work is to be facilitated. Numerous schools want large general classroom areas with arrangements for student learning in numerous aspects of the central curriculum and meaningful integration of all work. Schools in Schenectady, N. Y., Hanover Township, N. J., Longview, Wash., and elsewhere are pointing the way to new activity types of learning that deserve consideration in planning. R. J. Hull of Wisconsin and W. F. Clapp of Michigan described new developments in a "commons" type of all-purpose room in new schools in their states. Willis Whitehead pointed out the new trend in arts-and-crafts rooms as developments of art education. James E. Garland pointed to the Miami, Fla., development where some 10 or 12 areas of craftwork are made available. Dr. Ray Hamon recommended that local authorities study trends in shopwork within the limits of (*a*) arts-and-crafts as a form of general education, (*b*) industrial arts as exploratory work and general education in such areas as woodwork, metalwork, electricity, auto mechanics, and mechanical drawing, (*c*) specialized shopwork with vocational, trade, and farm-shop preparatory values, and (*d*) definite trade instruction and apprenticeship. He urged that a recent report of the Manpower Commission asking for more occupational preparation at the high school level be studied.

Robert C. Jones of Mississippi called attention to the need for new and larger home-economics laboratories to fit the expanding program in home-life education. Arthur Wohlers outlined changes in science instruction which are necessitating the placement of apparatus and experiment tables at the room perimeters with free space for student chairs near the centers.

Significant changes in music rooms include the elimination of permanent risers from instrumental and vocal practice rooms, better adjustment of acoustic conditions, and the reduction of practice rooms to a number which can be effectively supervised.

The discussion of the planning of gymnasiums reflected contradictory trends. Several members urged that community desires must be met, but the first essential purpose of serving the physical education of all children must take precedence over the sports program.

The tendency of using the cafeteria area for purposes other than serving meals, suggests that the planning (1) permit the separation of the kitchen at times other than the meal periods, (2) allow for maximum adult use, (3) arrange for separate dining area for teachers, (4) separate the snack bar from the cafeteria, (5) adjust the cafeteria to the total educational purposes of secondary education.

Lighting Standards Goals

The Council accepted two additional goals as basic for inclusion in the I.E.S. Association standards of classroom lighting.

"F." Light distribution from any light source should be of such a nature that direct and specular glare are eliminated for the observer to the greatest possible degree,

"G." These objectives or goals should be achieved without loss of a cheerful, friendly, and aesthetically pleasing classroom environ-

(Concluded on page 86)

THE AMERICAN
School Board Journal

An Independent Periodical of School Administration

William C. Bruce, *Editor*

DEMOCRACY IN SCHOOL ADMINISTRATION

SCHOOL board members err in their understanding of democracy as a basic philosophy in school administration when they accept the dictum of individuals or of groups of citizens or school employees, to the effect that their proposals should or must be accepted by the superintendent and the board as a necessary evidence of the democratic ideal.

It may be trite to repeat that the form of government in the United States is that of a republic in which representatives chosen by the people conduct the business of governing under authority of the laws. The board of education is the representative of the local community and of the state; the superintendent in turn is employed as the representative of the board to act as the educational expert and the chief executive. His authority and leadership are exerted through a descending hierarchy of assistants — the business manager, the supervisors, principals, teachers, and noncertified employees — each responsible in his own sphere to his immediate superior and ultimately to the board.

Such democracy as exists in a school system reflects the spirit of the laws; it is made a reality through the attitudes and the active acceptance of the democratic ideals through a free two-way flow of communication between the board, the superintendent, the secondary executives, the supervisors, the teachers, and other school employees, and even the pupils and parents. The more completely competent the secondary administrative staff and the teachers are in their work, the more readily their recommendations for the improvement of the school — and even their criticisms — may be accepted by the superintendent and the board. In such a situation the finest democratic spirit may be developed, particularly if there is a general understanding that both the superintendent and the staff are basing their opinions on expert knowledge and specialized experience.

Some undemocratic procedures in city school administration have grown out of the tendency of some superintendents to consider themselves complete experts in the most diverse fields of school work. If the superintendent is an expert in curriculum and educational supervision and works in these areas as his particular service, he has more than a full-time job, and he can well allow his immediate subordinates to be the experts in testing and guidance, school-plant engineering, accounting, etc. Here his leadership must be exerted in harmonizing the work of the subordinate experts within the total purposes of the board.

IT IS COSTLY

CHICAGO public officials, including the school authorities, have been wrought up recently because Moody's Investors' Service has reduced the rating of Cook County securities from "Aa" to "A" quality. A total issue of $245 million of bonds will cost an average of 0.5 per cent interest more, or a total of $6 millions over the full term of the bonds. The schools have a stake of $55 millions in school bonds, which will cost about $1,380,000 in additional interest. To a certain extent, the unsatisfactory credit situation of the Cook County municipal units arises from promised state and federal road construction aid, which lacks a contractual feature.

The schools in any community will gain or suffer in their credit standing if they are tied into municipal or county setups, which have unduly high financial burdens due to conflicts and duplications in territory, organization, politics, or inefficient administration. The board of education has a very real responsibility to co-operate with those community agencies which will build up and maintain a sound financial situation based on a reasonable legal total debt and a sound tax plan.

NEEDED BASIC QUALITIES

IN DISCUSSING the characteristics of the good soldier, which he said are also the desirable basic qualities of a good citizen, General Maxwell D. Taylor, chief of staff of the United States Army, said to the representatives of the National School Boards Association in attendance at the Symposium on the future of American Education, at Kansas City, September 30:

> There must be at least three fundamental factors at play, each a complement of the other, and all essential to the growth and education and building of young men who will be successful soldiers and citizens.
>
> First, there is the need for a wholesome home environment. We find that the majority of our disciplinary cases have come from broken homes and separated parents. Those are boys who just grew up and were not raised.
>
> Next, we recognize and respect the deep influence of religion of any sort upon developing the young men of character whom we require. An early realization that God is a part of human existence is basic to the American philosophy of life, basic to the development of young men upon whom our nation can depend.
>
> Our recent experience in analyzing the reactions of American soldiers in prisoner of war camps has resulted in a searching study of the fundamentals of behavior among our men. The pre-eminent importance of moral values is recognized in the recently promulgated code for American fighting men when taken prisoner. This code is far broader than the title would suggest, because it is really a code for behavior of self-respecting Americans, at any time, under any circumstances. Let me quote a few excerpts:
>
> "I am an American fighting man. I serve in the forces which guard my country and our way of life. I am prepared to give my life in their defense. I will never surrender of my own free will. If I become a prisoner of war, I will keep faith with my fellow prisoners. I will never forget that I am an American fighting man responsible for my actions and dedicated to the principles which made my country free. I will trust my God and the United States of America."

These words all have deep moral and spiritual implications. They are recognition by military men of the fundamental importance of moral factors in shaping our youth.

THE REASON FOR BOARDS OF EDUCATION

THE advisability of the board of education as the basic legal and representative means of control of school systems has been recently repeated by Dr. Fred F. Beach, of the United States Office of Education. Dr. Beach outlines seven simple reasons why city and rural school systems are best served under the control of a representative board of education:

1. The board of education is more representative of the total population it serves than is an individual policy-making agent.
2. A board can make wiser and sounder policy decisions than an individual can.
3. A board serves as a safeguard against the abuses of discretionary powers.
4. A board acts as a safeguard against the involvement of education in partisan politics and the spoils system.
5. A board provides against the needless disruption in the continuity of educational services.
6. A board is an economical means for management (boards of education usually serve without pay).
7. Finally, a board provides a safeguard against fraud and malfeasance (it is harder for two or more people to commit a dishonest act in collusion than it is for a single individual to commit a fraud).

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The Word from Washington –

Gleanings for School Boards from CPEA

ELAINE EXTON

The publicity spotlight trained on the reports of the White House Conference on Education and its allied state conferences in recent months has tended to obscure the significance of researches on contemporary school problems undertaken by professional educators in the U. S. Office of Education, by national education organizations, and by college campuses.

Overview of CPEA

One such project is the Cooperative Program in Educational Administration which the American Association of School Administrators, the Council of Chief State School Officers, and the Division of County and Rural Area Superintendents of NEA's Department of Rural Education have co-sponsored since its inception in 1950.

An initial grant of about $3,500,000 from the W. K. Kellogg Foundation of Battle Creek, Mich., augmented by the equivalent of approximately $7,500,000 in staff time and services furnished by co-operating institutions as the work progressed, has made it possible for scores of colleges and universities across the nation to focus their attention on the fundamentals of educational administration in their regions.

Hailed by Herold C. Hunt, now Under Secretary of Health, Education, and Welfare, and former chairman of the AASA Development Committee for this activity, "as probably the greatest opportunity ever presented for making significant progress in improving the quality of administrative service in America's public schools," the Cooperative Program in Educational Administration (CPEA) in its five-year existence has sparked hundreds of individual projects from Connecticut to California and involved some 169 colleges and universities as well as several thousand school systems and a substantial number of state education departments, school boards, and local professional associations in its endeavors.

Activities have fanned out from regional pilot centers at the eight universities named below to other teacher education institutions within their areas of influence and to related agencies and institutions:

Harvard University (New England Region)
Teachers College, Columbia University (Middle Atlantic Region)
George Peabody College for Teachers (Southern Region)
University of Chicago (Midwest Region)
University of Texas (Southwest Region)
Ohio State University (A single-state center for Ohio)
University of Oregon (Pacific Northwest Region)
Stanford University (Pacific Southwest Region)

Although these regional centers were given a broad framework in which to operate and have used a variety of approaches to the definition of the school administrator's job and the improvement of administrative leadership, AASA Secretary Worth McClure has reported that, in general, the over-all CPEA program has kept its attention focused on one main task — the further professionalization of school administration. Five main lines of attack within this task are:

1. Study of the concept and function of school administration in its community setting.
2. Staffing the profession of educational administration.
3. Developing better pre-service preparation programs for future school executives.
4. Providing more extensive opportunities for on-the-job, continuing professional development for practicing school administrators.
5. Extension and improvement of co-operative relationships involving colleges, universities, state departments, professional associations, and other agencies.

Evaluation Committee Setup

The completion deadline for CPEA enterprises was September 1, 1955, for all projects except those under the aegis of the centers at Oregon, Stanford, and Ohio State universities which joined the program late.

Now that most of the returns are in the Executive Committee of the American Association of School Administrators has named an 18-member Committee for the Advancement of School Administration* to conduct a two-year survey of the CPEA effort and help disseminate its many valuable findings. Hollis A. Moore, Jr., lecturer in education at Northwestern University, is the executive secretary for this summation project financed by a new $50,000 grant from the Kellogg Foundation.

Values for School Boards

To Mrs. H. M. Mulberry, first vice-president of the National School Boards Association and its official representative on the Committee for the Advancement of School Administration, the CPEA program appears a two-way street to better schools.

*Chairman, Lawrence G. Derthick, Superintendent of Schools, Chattanooga, Tenn.

MRS. H. M. MULBERRY — *The CPEA will be of special help to school boards because of "the great diversity of interests represented on them give rise to many problems."*

She reports that many school board members have made valuable contributions through participation in its work and conferences.

Moreover, she points out that "the CPEA, in pulling together many experiences and many views and in stimulating study, experimentation, and discussion, has rendered significant service" which will be of special usefulness to school boards "since the close relation that necessarily exists between administrators and boards of education and the great diversity of interests represented on them give rise to many problems, and no one person and no one board ever has all the answers."

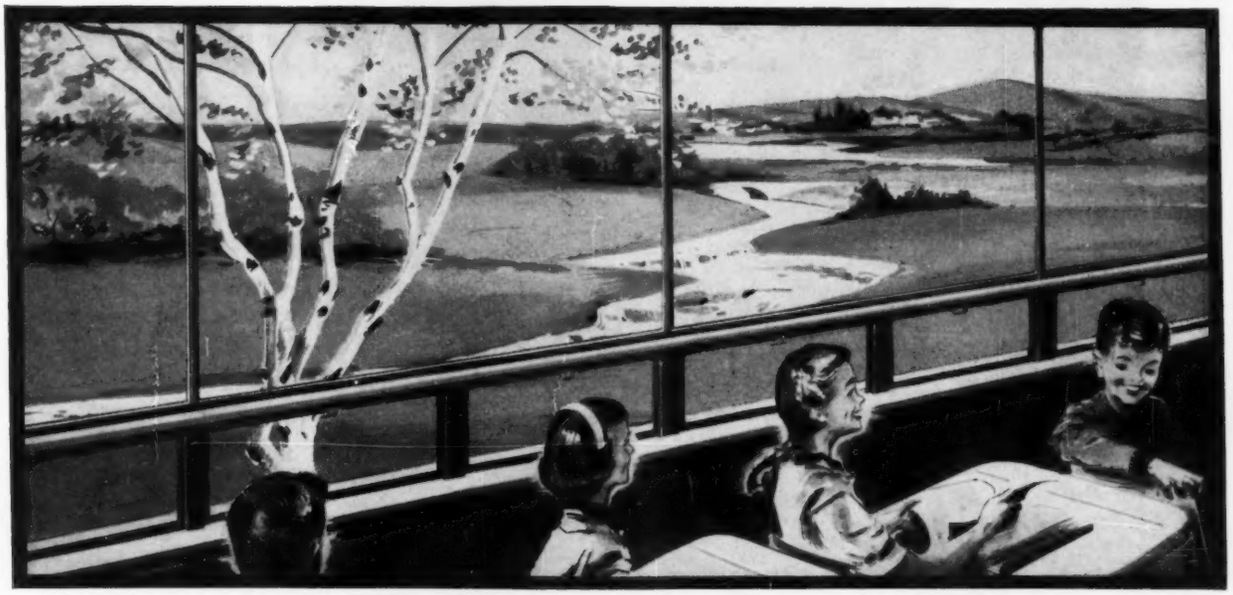
Describing the administrator as "a key figure," Mrs. Mulberry maintains that "anything that is accomplished towards strengthening and improving his preparation, capability, and status will result inevitably in strengthening and improving the nation's schools."

A perusal of CPEA reports concerning school boards tends to confirm these views. Recognizing that harmonious board-superintendent relationships is an important avenue to providing improved educational opportunities for American youth, all CPEA regions have devoted some attention to this problem.

While it would not be feasible to catalogue all these projects in this article, the gamut ranged from factual studies by established educators and related student theses, such as "Administrative Duties of Trustees in One-Teacher Schools" by H. Lawson Smith, carried out at Stanford University, to field activities and conferences for study and discussion, such as the

(Continued on page 66)

bring the outdoors



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Student reactions will vary widely—depending on the time of day, the type of class, and the method of instruction. Naturally, *alert students take home more learning.*

The new Honeywell Schoolmaster Temperature Control System is a highly productive unit in modern schools today because it assures the proper conditions for classroom alertness.

This Schoolmaster System includes a newly developed school thermostat for each classroom, plus an indicator panel for the principal's office which gives a finger tip report on all room temperatures.

With it, you can accurately coordinate level temperatures, proper humidity and ventilation to create ideal conditions for brighter classes, and better learning.

The Schoolmaster is an exclusive Honeywell feature. It's designed for *any* school, whether it's a new or older building. No major building alterations are necessary, as the wiring is simple.

For complete information, call your local Honeywell office, or write to Honeywell, Dept. AJ-11-34, Minneapolis 8, Minnesota.

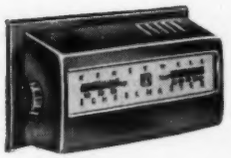
CPEA GLEANINGS

(Continued from page 62)

Particularly noteworthy are the co-operative relationships that have resulted from

have been brought a realization of new opportunities for service. Undertaking com-

New Honeywell Schoolmaster System makes temperature and ventilation control a "productive" item



A thermostat in each room makes temperature and ventilation control a part of teaching. The Honeywell individual classroom thermostat is *custom designed* for the instructor so that room temperature and ventilation can be matched to class activities.

An indicator panel gives the principal a finger tip report. The panel shown here is for the principal's office and is wired to a special sensing element in the thermostat for each room. The principal can have a push-button temperature reading *for any classroom.*

Special sensing elements provide added fire safety. You have a constant fire sentry in the Honeywell Schoolmaster System, in addition to your regular fire protection system. You have fire sensing elements in each room, and in closets and store rooms, if you wish. These elements are wired to the principal's panel to help detect fires.

MINNEAPOLIS
Honeywell

School Temperature Controls

112 OFFICES ACROSS THE NATION

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CPEA GLEANINGS

(Continued from page 62)

series of area conferences for school trustees held in Virginia and the Administrative Seminar on Problems of School Boards and Administrators jointly sponsored by the CPEA, the New York State College for Teachers at Albany, and the Capital Area School Development Association.

Some Constructive Results

Through making available needed funds and personnel, CPEA has made possible investigations and meetings which otherwise might not have reached the planning stage for years.

Particularly noteworthy are the co-operative relationships that have resulted from many CPEA activities. The involvement of school board members and professional personnel in study and action projects relating to school board functioning often contributed to a growth in understanding and appreciation of each other's problems. In the course of taking a fresh look at perplexing school dilemmas, sometimes troublesome situations were resolved.

In some places the effects of CPEA can best be measured in terms of an increased awareness on the part of school board members of the resources available at universities which can assist them in their work. In other instances college personnel have been brought a realization of new opportunities for service. Undertaking community surveys, helping develop handbooks, and other communications media for school board members, providing consultative advice — already under way in some institutions — became more widespread.

Aided by funds from the CPEA Midwest Administration Center, Southern Illinois University, for example, developed a pilot study of in-service training of school boards involving consultative services; collecting, preparing, and distributing selected materials for school board use; and sponsoring in-service growth activities, including trips to observe promising practices in other schools and evening meetings devoted to exploration of board problems.

At the outset of the enterprise, Maurice E. Stapley, then Assistant Dean of the School of Education at Indiana University and Co-ordinator of the Midwest CPEA Program on School Board Functions and Relationships, announced that "Indiana University would serve as a resource agency to local boards and state associations requesting assistance."

Drawing on findings of his survey of "Strains and Tensions Between School Boards and Superintendents" in Massachusetts that too often school administrators and board members are least effective in human relations skills, Neal Gross, director of the School Executive Studies at Harvard, has suggested that state superintendents associations and state associations of school board members turn to the university for help and guidance in this extremely important area. He assures that "the universities have a storehouse of knowledge regarding techniques to improve human relations skills that need to be more fully exploited."

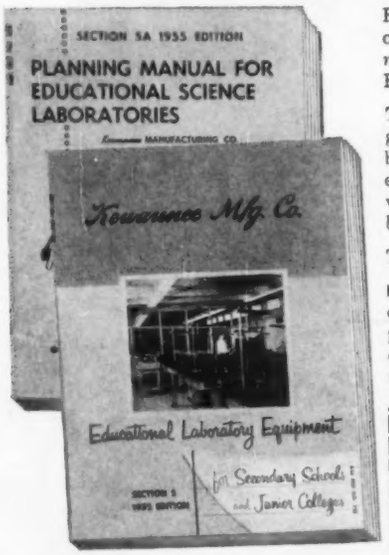
But perhaps most significant of all is the residue of practical information left by CPEA that is immediately applicable to improving school board procedures and achieving more effective working relations between school boards and their superintendents. This is a particularly hopeful outcome, because, as Southwestern CPEA Director Henry F. Alves expressed it: "School board members are seriously concerned about their responsibilities and they are becoming more and more interested in securing and sharing information."

While some CPEA studies have trod paths staked out by earlier investigations, others seem to have pushed back a little further the frontiers of knowledge in this field and point the way toward additional research that merits undertaking.

Nine further areas of investigation are singled out by Vernon Sletten as an outgrowth of data in his "Study of the Opinions of Montana School Board Members and Superintendents on Selected School Board Policy Practices" which encompasses replies from 171 (90 per cent) of the

(Concluded on page 70)

On your Staff, but not on your Payroll!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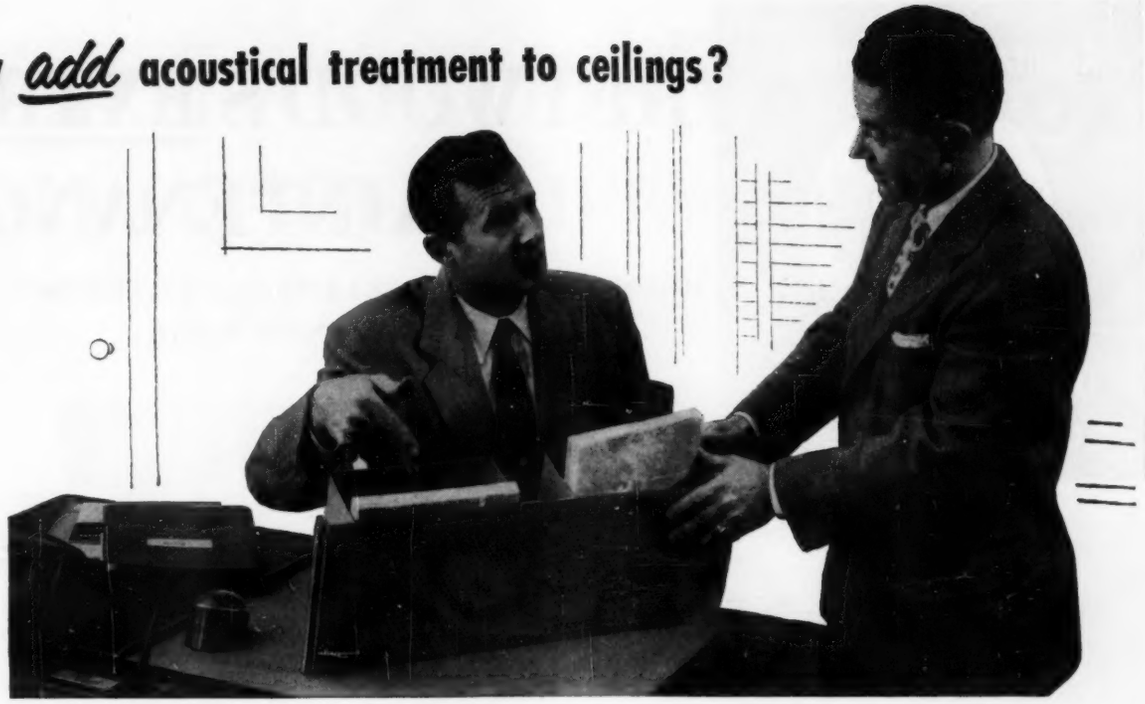

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ANOTHER SCHOOL INSTALLATION in Trumbull Elementary School, Trumbull, Connecticut, uses 14,000 sq. ft. Architect: Lyons & Mather, Bridgeport, Connecticut. Contractor: E. R. Smith, Inc., Stratford, Connecticut.

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IN SELECTING the furniture for both of these modern schools, Supervising Principal Hamilton H. Bookhout set his own exacting standards for quality, durability and functional beauty. For the Hamergrael School, he and Principal John Falvey chose Heywood's Tapered Chrome Furniture. With its lifetime chrome finish, this furniture is attractive, versatile and keeps maintenance almost at the zero mark. Architects for the Hamergrael School were Kenneth G. Reynolds & Associates of Albany; John N. Brownriggs, Jr., and Max R. Simon were the staff architects in charge.

★ ★ ★

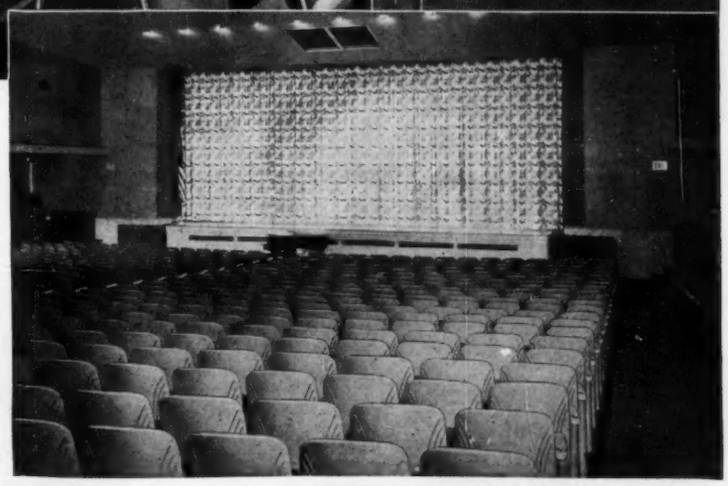
*Extra Quality features of Heywood school and auditorium furniture are fully described in the new Heywood-Wakefield School Furniture Catalog. For your free copy write: Heywood-Wakefield, School Furniture Division, Menominee, Michigan or Gardner, Massachusetts.

CPEA GLEANINGS

(Concluded from page 66)

QUALITY* ASSURES LOWER AND LONGER LIFE

BETHLEHEM CENTRAL SENIOR HIGH SCHOOL, DELMAR, NEW YORK



The thousand seat auditorium of Bethlehem Central Senior High School is equipped with TC 700 "Encore" chairs. Architect: Office of Henry L. Blatner of Albany, N. Y.

For the auditorium of the Bethlehem Central Senior High School, Mr. Bookhout and Principal Wilford E. Paro selected Heywood's "Encore" chairs. The deep spring cushions and padded backs provide armchair comfort, while the strong steel construction of the sides, seat and back pans assure long trouble-free service. Installations in both schools were made by School Equipment, Inc., Heywood distributors in Syracuse, N. Y.

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CPEA GLEANINGS

(Concluded from page 66)

state's school administrators and 636 (67 per cent) of its school board members.

He concludes, for example, that "the present liaison status between administrator's organizations and school board associations and school board opinion of the roles of state educational agencies are fields in which broad delineation of the degree of common viewpoint would be desirable," recommends research "to determine if there are 'breaking points' in superintendent-school board relationships beyond which such relationships suffer rapid deterioriation."

Strengthening School Board Associations

Increasing the usefulness of school board associations is another CPEA facet. This has sometimes taken the form of helping to establish new area associations as was the case in the Southwest where the creation of these units was undertaken in the belief that to achieve "effective co-operation school boards need to be brought into some kind of an organization and encouraged to participate in a statewide program for the improvement of educational leadership."

Many practical suggestions on services that state associations can render their member boards in local school districts have been exchanged at regional meetings of state board association leaders in the Southeast and the Midwest. Initiated with CPEA financial assistance to afford a forum for discussing problems of mutual concern, these gatherings are on the way to becoming permanent annual events.

The Conference of State School Board Association Officials from the Midwest — convened for the fourth time July 22–24, 1955 — began with a full subsidy from the CPEA center at the University of Chicago. This was subsequently whittled to one half and then to one quarter, until this year the participating state associations bore all expenses.

Several member groups of the Southeastern State School Boards Association paid part of the cost of sending representatives to their regional conference at Daytona Beach, Fla., in 1955. Plans are being made for continuing the Conference and a committee has been set up to explore research and publications activities that might be carried on throughout the year. Their first meeting in 1954 was completely subsidized by the CPEA program headquartered at George Peabody College.

PERSONAL NEWS OF SCHOOL BOARDS

★ The school board at Caldwell, Kans., has reorganized with the re-election of KENNETH INGLE as president. Other officers are MELO MELICHER, vice-president, and E. A. DETRICK, clerk.

★ H. W. CRAMBLETT, assistant secretary of the Pittsburg Pa., board of education, retired on July 1, after 56 years of service.

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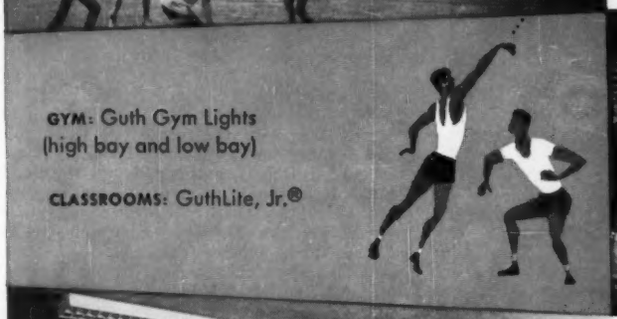
Boulder, Colo.



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SCHOOL LAW NEWS

School Lands and Funds

The North Dakota statutes providing for school redistricting and school lunch programs indicate a legislative intent to provide better school facilities and educational opportunities for rural school children of the state. NDRC 1953 Supp. 15–5301 *et seq.*, 15–5401 *et seq.* — *Herman* v. *Medicine Lodge School Dist. No. 8, McHenry County,* 71 Northwestern reporter 2d 323, N.D.

The Massachusetts General Court is the source of authority of school committees and can limit or extend their powers and lay down rules for the government of public schools. G.L. (Ter. Ed.), c. 71, § 1 *et seq.* — *Opinion of the Justices,* 127 Northeastern reporter 2d 663, Mass.

Schools and School Districts

If no proper petitions are filed for the creation of a new school district or the change of boundaries, or if proceedings thereon disclose that less than 55 per cent of the legal voters of either or both districts have signed and filed petitions, then the county superintendent does not have jurisdiction and mandatory duty to order boundary changes requested. R.S. Supp. 1951, § 79–402; R.R.S. 1943, §79–404. *Olsen* v. *Grosshans,* 71 Northwestern reporter 2d 90, 160 Neb. 543.

School District Meetings

The Georgia constitution of 1945 makes each county a single school district and vests in the county board of education complete control and management of the schools. Ga. const. art. § 4, par. 1. — *Patterson* v. *Boyd,* 87 Southeastern reporter 2d 861, Ga.

When the County Board of Education sits as a court to hear and determine local controversies with reference to construction or administration of the school laws, over which the board has jurisdiction under the Georgia statute, the decision of the board is final, unless an appeal therefrom is taken to the State Board of Education. Ga. code, § 32–414, 32–910; Ga. const. art. 8, § 4, par. 1. — *Patterson* v. *Boyd,* 87 Southeastern reporter 2d 861, Ga.

The order in which pending business before the county board of education should be disposed of is within the sound discretion of the board in the absence of a statutory provision expressly or impliedly restricting such discretion. — *Smith* v. *Board of Education,* 127 Northeastern reporter 2d 623, 97 Ohio App. 507, appeal dismissed 121 Northeastern reporter 2d 10, 162 Ohio St. 144.

School District Property

In the sale of a schoolhouse, neither the district meeting nor the board of education could deliberately accept a lower offer for the public property in order to favor one bidder and thus promote objectives outside the scope of the N. Y. Education Law, however commendable such purposes might be. N. Y. Education Law, §§ 310, 402, 1520, 1804, subd. 6; Village Law, 175 *et seq.*; Town Law, § 261 *et seq.* — *Ross* v. *Wilson,* 127 Northeastern reporter 2d 697, 308 N. Y. 605.

A school board of a North Dakota common school district is authorized by statute to purchase a school bus according to the standard set up by the superintendent of public instruction and pay for same out of the general fund of the district and provide transportation for its school children and may hire a driver for such bus. NDRC 1953 Supp. 15–3418, 15–3419. — *Herman* v. *Medicine Lodge School Dist. No. 8, McHenry County,* 71 Northwestern reporter 2d 323, N.D.

The employment of an architect, who was not a resident of the school district, without competitive bidding by the school board was within its discretion, and the courts will not interfere in the absence of fraud or abuse of discretion in the exercise of the board's legislative powers. West's Ann. Gov. Code, § 53060. — *Cobb* v. *Pasadena City Board of Education,* 285 Pacific reporter 2d 41, Calif. App.

Pupils and Conduct of Schools

Under the discretion given by law to school boards, a school board had the authority to adopt regulations requiring all school bus drivers who have attained 60 years of age, to submit to a physical examination, and if drivers, as a result of such examination, are found physically unfit to perform their duties, the school board has a right to discharge them. LSA-R.S. 17:81, 17:493; 17:494. — *Weisgerber* v. *East Baton Rouge Parish School Board,* 81 Southern reporter 2d 471, La.App.

A North Dakota statute respecting transportation furnished by a school district to its pupils does not prohibit a school board from furnishing transportation in cases where the district has made arrangements to send its pupils to another district. NDRC 1943, 15–2512, 15–3412. — *Herman* v. *Medicine Lodge School Dist. No. 8, McHenry County,* 71 Northwestern reporter 2d, 323, N.D.

School District Claims

A valid claim against a school district cannot be paid thereby unless funds for the current year of the claim are available to pay it at the time of the demand or judgment on the claim. — *Aldine Independent School Dist.* v. *Standley,* 280 Southwestern reporter 2d 578, Tex.

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Good posture during the all-important growing years is vital for healthy, normal physical growth and the mental alertness necessary for proper learning. Bargen-designed Staput-Movable desks protect children by encouraging comfortable erect posture and discouraging harmful slouching. They reduce fatigue and thus make learning easier. Exclusive Neurotone seats flex with every movement, yet always retain their proper contour. Since General Staput-Movable desks provide for more efficient learning and more healthful posture, they may well be called an investment in future generations.
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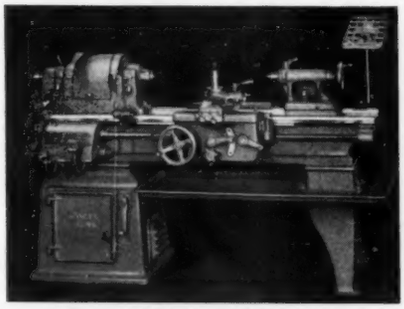
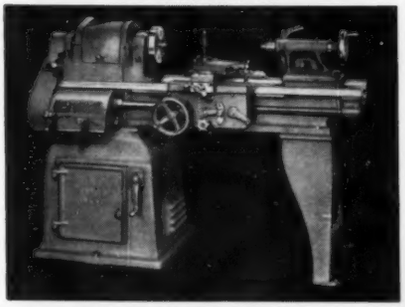
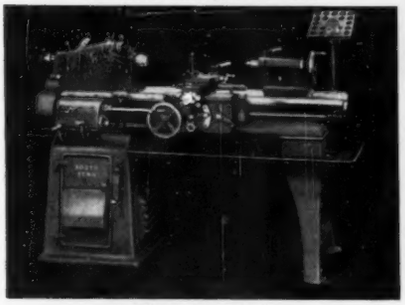


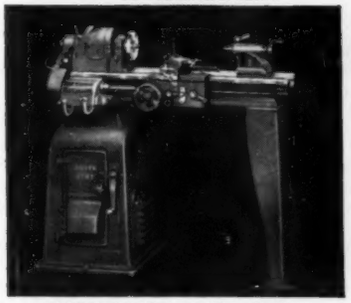
16" Toolroom Lathe



14½" Quick Change Gear Lathe



13" Toolroom Lathe



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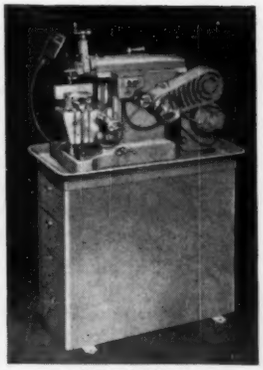
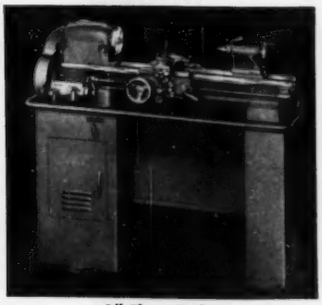
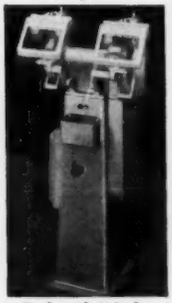


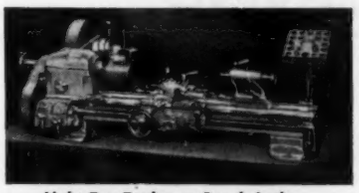
7" Bench Shaper



9" Floor Lathe

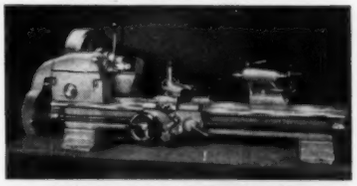


Pedestal Grinder

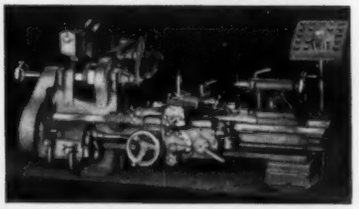


Light Ten Toolroom Bench Lathe

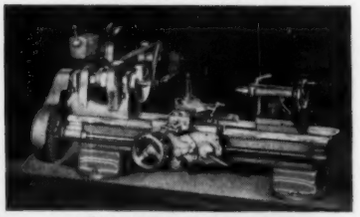
Light Ten Model B Bench Lathe



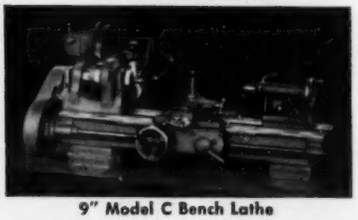
Light Ten Model C Bench Lathe



9" Toolroom Bench Lathe



9" Model B Bench Lathe



9" Model C Bench Lathe

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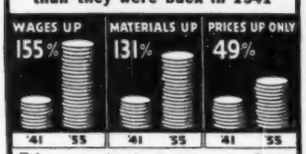

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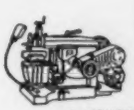

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SCHOOL BUSINESS EXECUTIVES

LOS ANGELES BUILDING PROGRAM

Los Angeles voters will be faced with another bond issue of $100,000,000 if enough space is to be provided for the staggering elementary and junior and senior high school population by 1962. Possibility of another bond issue — the third in six years — has been suggested by Associate Supt. Virgil Volla, school building program chief, following a survey conducted by his staff.

This third multi-million-dollar-issue for school construction is the minimum needed to wipe out half-day sessions and provide full-time schooling for 600,000 elementary and high school students expected by 1962. By 1962 it is anticipated a total of 570,000 will be enrolled in elementary, junior and senior high schools, an increase of 175,000 children over the 400,600 now in attendance. The elementary schools alone will have 336,350 pupils, an increase of 86,566 by 1962.

To accommodate all pupils, 2804 classrooms must be constructed in addition to those in use now. Present plans call for 1417 new classrooms, leaving a deficit of 1397 rooms which must be built. Plans call for 11 new schools, 166 classrooms at existing sites, and the purchase of six new sites.

HAS NO DEBT

The board of education of Portland, Ore., reported on July 1, that it has no outstanding bonds. The budget for 1954–55 which amounted to $16,478,000, included a generous amount for necessary school building construction.

As of June 30, the fiscal year ended with a balance of $212,988. The surplus in the board's general fund was $1,490,000. The board also has a balance of $909,000 in its school construction fund.

SCHOOL TRANSPORTATION CHARACTERISTICS

The Ohio School Survey Committee, in its report to the legislature, outlines eight characteristics necessary for a desirable school transportation system.

1. Pupil transportation should be as economical as possible, consistent with the health, safety, and comfort of pupils.
2. The cost of pupil transportation is closely related to the density of school population, road conditions, managerial policies, and size of the bus fleet. Several of these factors are greatly affected by the organization of school districts. Whenever districts are of satisfactory size, consideration should be given to board ownership of buses housed in a school garage and serviced by school mechanics.
3. Bus routes should be planned in logical relationship to other bus routes in order to avoid duplication of mileage.
4. Supplies and equipment should be purchased at the lowest available rates.
5. Bus drivers should be carefully selected, trained, and supervised.
6. Transportation should be recognized as part of the transportation program, but there should be safeguards against the unwise expenditure of state funds because of inefficient methods of operation by school districts.
7. School bus insurance should provide protection against losses from fire, theft, tornado, and collision. It should cover liability to the extent that the liability of the school bus driver may be established. The liability of other school-owned motor vehicles should also be insured at board expense. Accident insurance, providing benefits whether or not liability is established, protects pupils and parents against financial disaster.
8. School bus insurance premiums for the entire estate should bear a reasonable relationship to the claims paid, with a fair allowance for administrative costs.

SCHOOL BUS FACILITIES

The matter of providing transportation facilities for all pupils entitled to transportation has presented an ever increasing problem to the school authorities of Parma, Ohio. In 1950 the board operated eight 60-passenger buses and one 48-passenger bus, transporting 2500 pupils to and from school daily. In 1954–55 the board operated a fleet of 18 60-passenger buses which transported 7200 pupils to and from school.

During the last school year, the 18 buses traveled 245,270 miles, transported 1,870,991 riders, made 30,976 trips per month, and averaged 175 trips each school day. Beginning with September, 1955, the board has 19 60-passenger buses in operation, with a twentieth to be added during the year.

The school buses are also available for educational trips during the school day. To provide pupils with opportunities to become better acquainted with educational, industrial, and cultural facilities in the Greater Cleveland area, school buses are available for the use of teachers who desire to arrange field trips, visits to museum, manufacturing, or business establishments, and other points of interest.

★ MICHAEL DISKO has accepted the superintendency at Greentown, Ohio.

★ W. VICTOR HILL has assumed his duties as superintendent at Fulton, Mo. He was formerly a high school principal.

specified throughout

In this spacious Connecticut school, the architects and school officials have planned with comfort and convenience well in mind! That's why Halsey Taylor coolers were specified throughout, for no drinking-water fixtures so successfully combine maximum utility with minimum maintenance!

See Sweet's or ask for our latest catalog.

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East Hartford (Conn.) High School
Nichols & Butterfield, Architects

AS44

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Father Thomas Scecina Memorial High School, Indianapolis, Indiana.
Architect: Charles M. Brown, Indianapolis.
Contractor: F. A. Wilhelm, Indianapolis.
Windows: Lupton Master Aluminum Projected.

Make it last longer with Lupton Windows

For lasting service without maintenance use Lupton Metal Windows — they are "experience" engineered. Frames, sash and design are the direct result of the skills gained through fifty years of manufacturing metal windows.

Here's another good reason for thinking Lupton when you think about a new school. It's the new Lupton Simplified Curtain-Wall — the modern way to build better buildings faster. Complete information about these — and about the extensive line of Lupton Steel or Aluminum Windows — is yours for the asking, write today.

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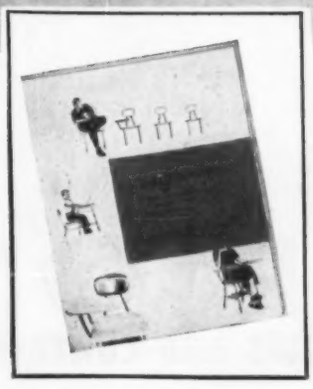
✱ NEW COMFORT-CONTOUR DESIGN heightens student attention!
✱ NEW BEAUTY AND DURABILITY with Hard Wood or Plastic work surfaces!

The Mobile Samsonite *Open Front Desk* gives maximum storage space! Forms related unit with matching Pivot-Back chair.

New Samsonite *Pivot-Back Chair* has silent, rubber-cushioned glides, kick-proof "spats". Pivot-back swivels *silently*, adjusts to individual body contours.



NEW CATALOGUE

New Samsonite Classroom Furniture Catalogue. Complete specifications on new Samsonite Classroom Furniture. Fully illustrated in color. Write Shwayder Bros., Dept. D-12, Classroom Furniture Division, Detroit 29, Mich. for a copy and for the name of your nearest distributor.

Makers of the famous Samsonite

Samsonite

Classroom Furniture by Samsonite

students attentive and bright!

Samsonite has created an entirely new concept in Classroom furniture...as exciting as it is practical.

4 Paint-Box Colors make classrooms bright and fun to work in! Tested on school officials in 30 states, the colors mix or match harmoniously, blend with every wall color!

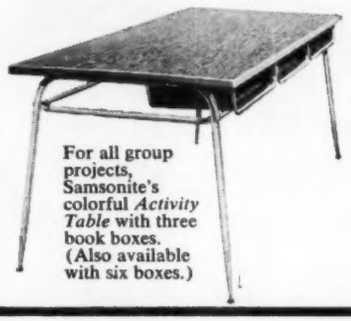
Shaped for Tomorrow! The gracefully curved contours are posture-designed to build healthy bodies, make attention less tiring, learning more fun!

Miracle of Mobility! Mix these units, move them room to room, with never a conflict in color or contour.

Mischief-Proof! Aluminum "spats" on legs defy kick and mop marks! Desk-lid hinges and countersunk "bumpers" can't be loosened, even with a screwdriver!

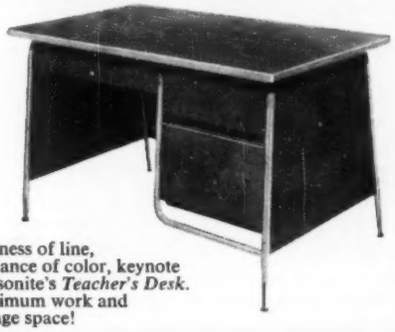
It's Not Expensive! Samsonite actually costs *less* than old-fashioned furniture... because it's strongest, lasts longest!

A new note in schoolroom furniture, Samsonite's *Circular Table* lends an informal, non-institutional look to the classroom!



For all group projects, Samsonite's colorful *Activity Table* with three book boxes. (Also available with six boxes.)

Samsonite's colorful *Lift-Lid Desk* is noiseless, slam-proof, tamper-proof. Fingers can't be caught between lid and book box.



Newness of line, brilliance of color, keynote Samsonite's *Teacher's Desk*. Maximum work and storage space!

290 square inches of writing surface! New Samsonite *Tablet Desk Chair* plays multiple roles in classroom, meeting rooms, lunchroom.

Samsonite *Student Desk* can also serve as table. Several can be pushed together for group projects.

New Samsonite *Trapezoid Table* adapts in groups to endless combinations for varied schoolroom activities.

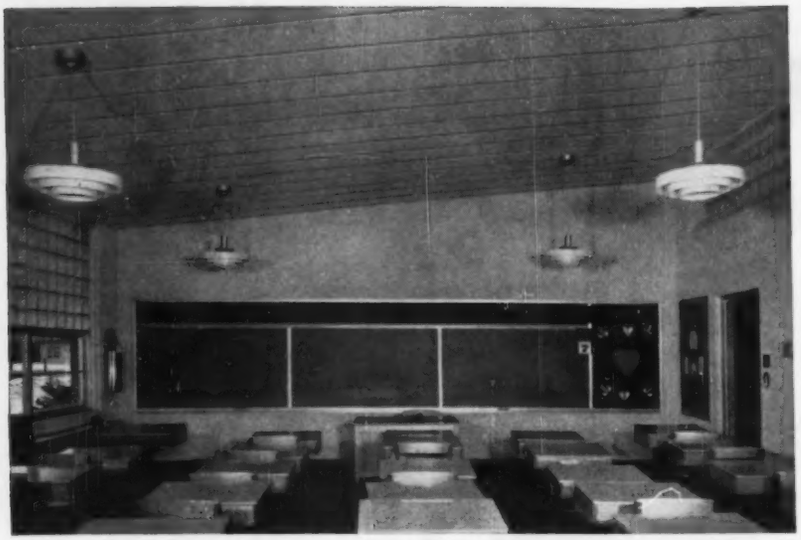
New rolling contours in Samsonite's *Unit Chair!* Available with Samsonite's new *swivel back*. Back swivels to cradle every body movement!

Plenty of leg room and storage space! The Samsonite *Shelf Desk* brings modern color, graceful lines to the classroom.

folding tables and chairs for every institutional use!

...the Classroom Furniture that's **STRONGEST...LASTS LONGEST!**

SHWAYDER BROS., INC., Classroom Furniture Division, Dept. D-12, Detroit 29, Mich. Also makers of famous Samsonite Luggage and Card Tables and Chairs for the Home.



This beautiful ceiling is firesafe precast concrete, saves cost of plaster and maintenance.

Concrete Roof Slabs Make New School Firesafe at Low Cost

Firesafe concrete construction used to cost too much for many school budgets. Not today. Mass-produced Flexicore floor and roof slabs give you a low-cost concrete building . . . sturdy, solid, safe. And they are installed so fast you can cut weeks from construction time, making your new class rooms available sooner. The underside of the concrete slabs makes an attractive ceiling that needs only paint, with no plaster maintenance. Gives ideal hearing conditions with minimum acoustical treatment. Ask your architect or send coupon for booklets. Write your nearest manufacturer shown below.

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School Administration News

TWELVE NEEDS

The Nevada Public School Survey outlines 12 features of a satisfactory school plant. These features include the characteristics of safety, sufficient appropriate spaces and servicing, flexibility of arrangement, fitness of appearance, and economy.

The survey holds that there is an inescapable moral obligation resting on the boards of education to insure the following 12 services in each school center:

1. Safety to life and conservation of health
2. Comfortable temperature and ventilation
3. Adequate glare-free light, both natural and artificial
4. Sanitary water
5. Sanitary and adequate indoor toilets
6. Cheerful schoolrooms where children live
7. Comfortable and hygienic seating
8. Ample learning supplies, tools, and material
9. Ample reading facilities
10. Supervised play and health education spaces
11. Healthful and appetizing hot lunches if too far from home to walk
12. Inspiring building spaces for activities needed to develop talents and abilities.

IMPROVEMENT OF READING

The public schools of New York City, under the direction of Supt. William Jansen and associate Supt. Ethel F. Huggard, have completed the groundwork for a system-wide attack on reading. Action to implement the program has been taken on every front this year.

As a result of a series of conferences conducted in the spring of 1955 by the Curriculum Conference, a city-wide co-ordinating committee on reading has been set up by the board of superintendents. The committee is engaged in developing a three-year plan for a co-ordinated approach to the teaching of reading. Its activities will entail an examination of the present status of reading, current practices and problems. It will attempt to develop a pattern for an articulated program of reading from the kindergarten through the twelfth grade.

Each school has been asked to examine its present practices to ascertain whether it is doing all that it can with the resources at hand. Is the fullest use being made by staff members who specialize in reading? Is the wisest use being made of suggestions appearing in the education bulletins? Does the school have representation in in-service courses on reading? Has the staff accepted the principle that "reading is everybody's business" and that the teaching of reading is implicit in every subject? Is due consideration being given to the purchase of good reading materials? What is needed to do a better job than the staff is now able to do?

SCHOOL AGE POPULATION

The Census Bureau has announced that the nation's "school-age" population stands at 28,096,000 as of July 1, 1955. This is a rise of 6,000,000 since 1950. By far the sharpest increase occurred in the 5-to-13 age bracket, which has jumped 26.8 per cent in the past five years. The 14-through-17-age group showed a 9.5 per cent increase in the same period, from 8,435,000 to 9,238,000.

The population of the entire nation on July 1 was 162,248,000, an increase of 15,116,000 since 1950.

SJÖSTRÖM

Library Ideas

the new MULTI-LEVEL DESK

Circulation Desk . . . Librarian's Desk . . . or simply the desk you have always wanted for yourself, this multi-level desk has multiple uses. Desk wing is 78" long x 32" wide x 29" high with top of rubbed maple, linoleum, or MICOLOR—the new Sjöström color touch in tough, attractive Formica.

Both pedestals have pull-out slide shelves. The two top drawers are 6" high x 14" wide x 17" deep. One drawer has 4 removable trays for 5" x 3" cards, the other has 2 removable dividers. The lower file drawer has removable steel bars for hanging letter or legal size file folders. The open book compartment is 11" high x 24" deep. The shelving wing is 66" long x 12" wide x 40" high. Shelf space adjacent to the desk wing is closed with sliding doors in contrasting colors. Standard equipment includes satin chrome hardware and legs with adjustable Protectile glides.

New Life

LIBRARY FURNITURE

John E. Sjöström Company, Inc., 1711 North Tenth Street, Philadelphia 22, Pa.

SCHOOL ADMINISTRATION

★ James A. Hazlett, newly elected superintendent at Kansas City, Mo., has indicated that he advocates the unit plan school administration organization and proposes to follow it. Under the plan the board appoints a single executive officer to carry out its policies and manage the schools. This executive is invariably the superintendent of schools. At present the Kansas City, Mo., school system is divided into five areas of operation. At the head of each division is an executive of assistant superintendent rank, and under each are directors and supervisors.

★ A unit of special education for the non-English speaking children has been incorporated in the Rockport, Tex., school system.

★ Since July of 1954, 108 school districts in Idaho have been reorganized, while 70 remain unreorganized. The total number of operating districts in that state now stands at 165.

★ Washington, D. C. A new A-B-C report card is being tried out in the district elementary schools. The new cards will be used for the full school year. If the system is successful, it will be recommended for permanent use. The new cards supplant a 12-year-old reporting system under which pupils were graded as "outstanding," or "satisfactory."

★ A traveling educational equipment exhibit has been started on a three-five-year tour of the United States. The exhibit, contained in two railroad cars, depicts the yesteryear of American educational facilities and a display of modern classrooms. The tour is sponsored by the Ford Museum, Greenfield Village of Dearborn, and the Encyclopedia Americana.

★ Los Angeles, Calif. The school board has reported that vandalism in schools has been reduced from $113,965 in 1954 to $51,185 in 1955.

★ Santa Ana, Calif. With the opening of the new school term, the school board has limited double-session classes to four classes at Lowell School. This has been done by shifting available teaching personnel, utilizing multi-purpose rooms and temporary bungalows, and permitting class sizes to exceed 35 pupils. With more children entering the schools every day, additional double sessions appear inevitable. It is estimated that by the second semester, 14 classes will have to be placed on a part-time schedule.

The building program outlined in 1952 has been practically completed and all funds have been used or allocated for the building program financed by the 1953 bond issue of $3,000,000.

★ The University of Texas has received a new $55,200 grant from the Kellogg Foundation of Battle Creek, Mich., to support an intensive effort to improve school administration during the next five years. School administrators in Arkansas, Oklahoma, Colorado, New Mexico, and Texas have undertaken self-improvement studies designed to increase their efficiency and effectiveness.

The four-year improvement program involves a total investment of $750,000, most of which will be provided by state organizations of school administrators. The Foundation has made a supplementary grant to each of the states involved, bringing to $289,000 its total support for school administration in the Southwest. Dr. Roy Hall, University of Texas associate professor of administration, is director of the Southwest School Administration Center.

★ Waterbury, Conn. The school board has approved a proposal for revamping the secondary school system to generalize the three high schools. Under the new plan, all three high schools will have college-preparatory, commercial, and industrial-arts courses, rather than one at each high school. The board has voted to introduce a guidance program, under the supervision of the director of guidance and child study.

★ Des Moines, Iowa. A new method of reporting pupil progress in school has been introduced this year in the elementary grades. The parent-teacher conference plan replaces report cards in the kindergarten, first and second grades. Report cards will, however, be issued for the first, second, and fourth grades in the nine-week periods as in the past.

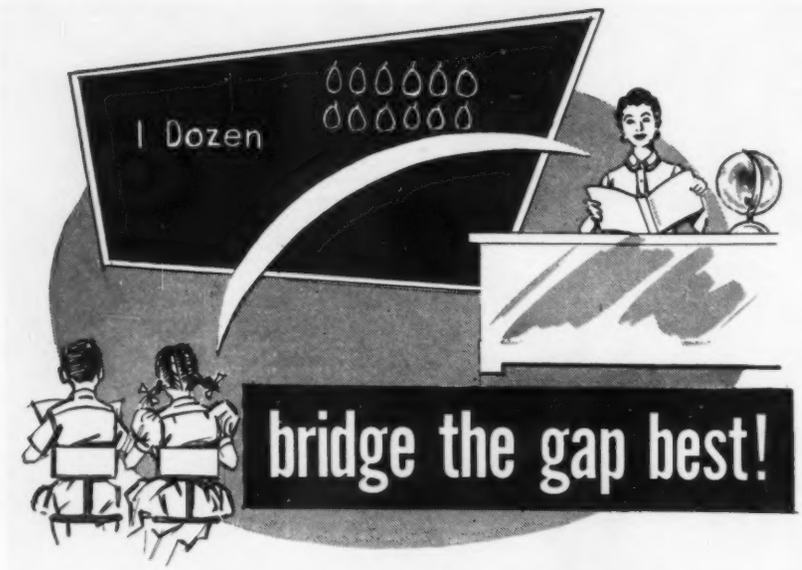
HOLD NATIONAL CONFERENCE

Under the chairmanship of Dr. Harold E. Moore, Denver, the National Conference of Professors of Educational Administration held an interesting five-day convention August 21-26, at the University of Connecticut, Storrs. The members in attendance were divided into groups, each in charge of a chairman, which took up various aspects of administration. Group II took up the subject of in-service programs for school administrators. Another group devoted attention to the role of the administrator in community improvement. A third group listened to a discussion of instructional programs and methods in preparing school administrators. Still another group devoted attention to instructional programs and methods in school administration. Another group took up the internship program in educational administration. Group VII studied the role of the administrator in personnel administration. State provisions for selection, preparation, and induction of administrators was taken up by still another group.

The meeting was well attended, with representatives from 26 states, seven foreign countries, and Washington, D. C.

Dr. Walter Anderson, New York University, has been elected 1955–56 chairman of the planning committee of the conference.

slate chalkboards



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Slate chalkboards command attention. The high degree of contrast between message and background on a slate chalkboard means a clear, easy-to-see, easy-to-grasp message . . . one to which the student instinctively responds. It's an invaluable aid to the teacher in classroom work . . . and an economical one, too . . . a one-time investment in dependability and eye-soothing service.

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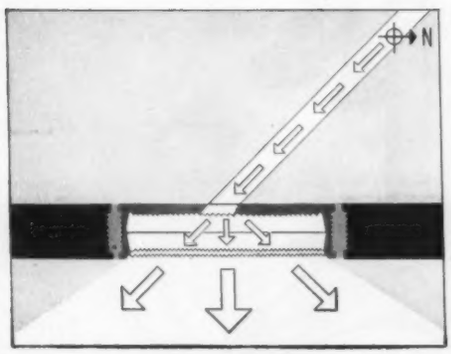
Glass panels bring cool daylight in through the roof

Light-Selective Toplite Roof Panels transmit desirable light; reject hot, glaring sun

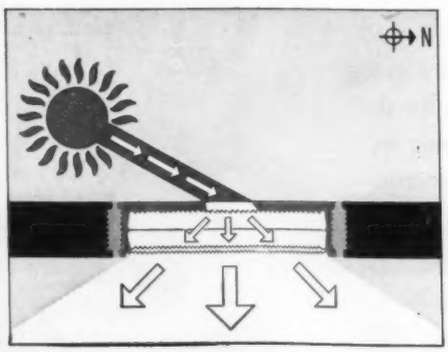
Toplite installation at Michener School, Adrian, Michigan. Louis Kingscott, Architect. W. N. Bjorklund, General Contractor. The Toplite panels and glass block act as a daylighting team to provide sufficient daylight during normal days without need for artificial lighting.

NO LONGER is it necessary to confine close detail work to the area nearest the windows. Toplite Roof Panels permit daylighting of all building areas regardless of location or distance from exterior walls. Toplite Panels may be installed in continuous strip, pattern, or in individual panels. Use a Toplite panel as you do a lighting fixture.



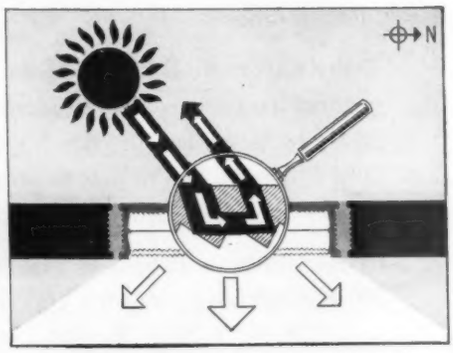
Transmits north light

Maximum transmission of north light is a desirable quality in toplighting because of its uniformity and freedom from glare and solar heat. Note how the prism structure of Toplite affords efficient transmission of north light.



Accepts winter sun

Since low winter sun is comparatively weak in relation to high summer sun as far as glare and solar heat are concerned, maximum transmission is again desirable. This illustration shows how Toplite accepts and transmits winter sunlight.



Rejects summer sun

Other materials which transmit north light and low winter sun also transmit high percentages of light during the hot, summer months. Toplite rejects direct light and heat from hot, summer sun, but transmits much of the cool, north light.

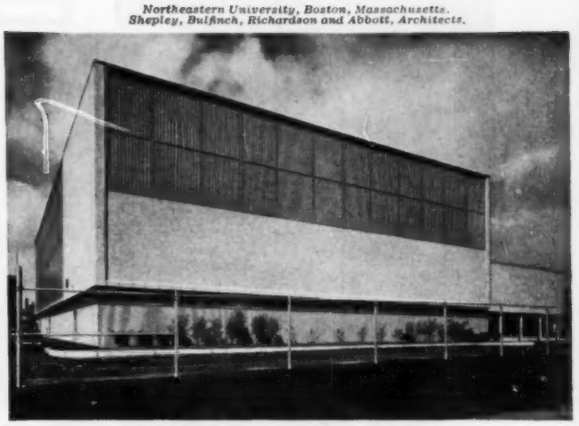
head of the class. SPECIAL *

Owens-Illinois Glass Block mean good daylighting . . . lower maintenance

. . . in new schools

Panels of Owens-Illinois light-directing Glass Block provide even distribution of daylight throughout the gymnasium area. They eliminate "hot spots," glare and harsh contrasts.

Northeastern University, Boston, Massachusetts. Shepley, Bulfinch, Richardson and Abbott, Architects.

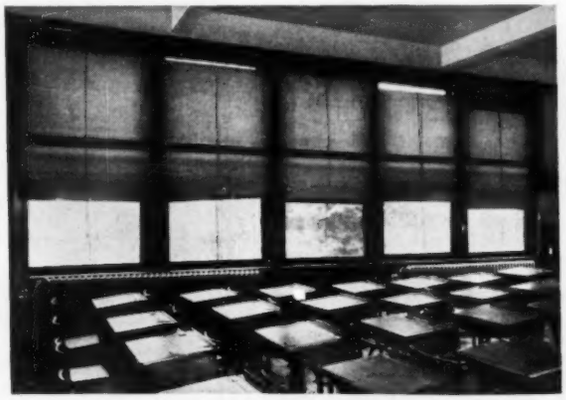


The insulating efficiency of glass block makes designs like this possible. Glass block permit use of large glass areas without excessive heat loss in the sides and front of the gymnasium.

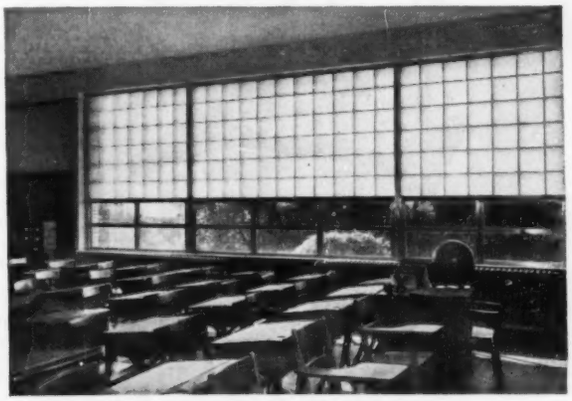
HERE IS A SCHOOL that makes maximum use of free daylight . . . is easier to heat in winter . . . is easier to maintain. The reason? Panels of Owens-Illinois light-directing Glass Block.

Great use of natural lighting has been made part of the building plan. With these panels, daylight is directed upward and diffused over all parts of the schoolroom all day long. The combination of light-directing glass block and vision strip keep brightness at comfortable levels, provide vision and ventilation. Excessive glare and harsh contrasts are eliminated. Because glass block insulate as efficiently as an 8-inch brick wall, heating costs are cut.

. . . in old schools



OLD windows needed constant, expensive maintenance . . . did not provide healthful daylighting throughout the school's classrooms.



NEW panels of Owens-Illinois Glass Block insulate so efficiently and day-light so effectively, heating and lighting costs are cut.

HERE IS A SCHOOL that solved the problem of worn-out window sash. Continual, expensive maintenance of the old sash did not provide protection from wintry blasts. After sash were replaced with Owens-Illinois light-directing Glass Block, maintenance costs were practically eliminated. Glass block won't rust or rot —are hard to break.

If you are in the process of remodeling old structures, or building new ones, don't overlook the positive advantages . . . maintenance economies; better seeing conditions . . . that panels of Owens-Illinois Glass Block bring.

For complete information write to: Kimble Glass Company, subsidiary of Owens-Illinois, Dept. AS-11, Box 1035, Toledo 1, Ohio.

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Engineered to meet every requirement of the modern classroom, the No. 550 Move About is built to withstand hard wear and to be surprisingly free of maintenance problems year after year. Features include: adjustable desk top . . . safe, slam-control friction hinges, spacious book compartment, and noiseless 90° swivel seats. Sizes for all age groups. Also available in study top model.

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. . . a dependable source of quality seating equipment for over 50 years

SPECIAL STUDIES NEWS

HANDICAPPED PUPILS

More than 6000 public school pupils of Milwaukee, Wis., attended full-time or part-time special classes for the handicapped last year.

Supt. Harold Vincent, in his annual report covering the school year ending last June, stressed the schools' role in helping handicapped children. The report showed that 2977 pupils took special speech correction work; 1322 attended remedial reading classes; and 835 were in classes for slow learners.

Other special classes handled mentally retarded, home and hospital cases, blind and sight-saving classes, speech reading, deaf and hard of hearing, orthopedic, and cardiac children.

The schools also conduct classes for unusually bright children, centering efforts on extra challenges within their classrooms, and counseling toward more academic and more difficult school subjects. In certain cases, a limited amount of acceleration is permitted in secondary schools.

★ The board of education of Hyde Park, N. Y., during the year 1955–56 secured the services of Dr. May Carden, a specialist in the use of phonics, to come to Hyde Park and teach a week-long course for elementary teachers.

In all the work the goal was set on reading for meaning and understanding. In the reintroduction of phonics as a method of teaching reading, it was recognized that the pendulum had swung away from the phonics method. Teachers from training schools had secured very little training in the use of the method. The aim of the board was to strengthen the reading program for all elementary teachers who must teach reading.

★ Griffin, Ga. The Griffin-Spalding school board has approved the organization of a class for mentally retarded children. The proposed class was approved on condition that the State Education Department provide funds for the payment of the teacher's salary. The class is being sponsored by the Georgia Society for Mentally Retarded Children and the American Business Club.

★ Tulsa, Okla. The board of education has established 58 courses for adult night classes. The program includes 28- and 56-hour courses, to be under the direction of Principal George Marsh.

Courses approved include blueprint reading, elementary drafting, elementary radio, machine-shop practice, map drafting, shop drafting, woodworking, aircraft blueprint reading, machine-shop mathematics, machine-shop blueprint reading, and basic electricity. Various other classes will be conducted where there is a demand for courses.

EARNING WHILE LEARNING

State Supt. C. L. Harkins of Arizona has established a state-wide program of education which combines study in school with work on the job. Miss Laura Nicholson has been appointed to the new position of state supervisor for business and distributive education.

Students who enroll in the courses will spend as much time in school as they do on the job. In the classroom, they will be instructed by specially trained teachers who will line up appropriate jobs, guide the students through their job experiences, and co-ordinate their on-the-job activities with what they are learning in school. The program embraces training in merchandising, display, salesmanship, business management, retailing and office routine.

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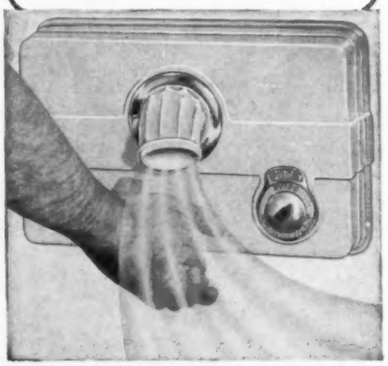

No. 7-A Model. See catalog for recessed foot switch and other models

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Savings are automatic with Sani-Dri! You eliminate 85% of washroom maintenance overhead PLUS 100% savings in towel costs. In addition, you get 'round-the-clock automatic drying service with greatly increased sanitation. Investigate this modern trend to low cost automatic drying now!

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NATIONAL SCHOOLHOUSE COUNCIL

and may even run much higher if the rate of acceleration of attendance of the past

others, led finally to the conclusion on Friday morning that the Council should

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KNOCK ON THE WALL YOU CAN TELL IF IT'S

GENUINE LATH AND PLASTER

SOUTHERN CALIFORNIA PLASTERING INSTITUTE

NATIONAL SCHOOLHOUSE COUNCIL

(Concluded from page 59)

ment and with the need in mind for a balanced and acceptable thermal and auditory environment.

Planning College Buildings

James Reid of Maryland, who presided over the Friday morning session, pointed out in an introductory statement, that by 1970 there will be an enormous congestion of students at the college level. Dr. John Herrick, of Ohio State University, in carrying forward the discussion, stated that the 1954 enrollment of the colleges and universities is certain to be doubled by 1970 and may even run much higher if the rate of acceleration of attendance of the past 50 years continues to mount. The National Council, he said, has limited itself to the solution of elementary and secondary schoolhousing problems. Will it, he asked, now extend its services to the college and university level? The problems of planning college buildings is enormously complicated and more difficult than planning for secondary schools because of wide differences in college organization, tendencies toward centralization and decentralization, resistance of campus planning committees. Further discussion by panel members Felix McCormick, Forrest Murphy, Victor Randolph, I. O. Friswold, and Wilfred Clapp, Don Low, Harold Silverthorn, and others, led finally to the conclusion on Friday morning that the Council should expand its functions to concern itself with the problems of planning college and university facilities and the executive committee should during the coming year work out ways and means for proceeding with the work. Co-operation is to be sought with the National Council on Education and with regional organizations engaged in improving college and university education.

The New Officers

The Council elected the following officers for 1955–56:

President — William W. Theissen, Assistant Superintendent of Schools, Milwaukee, Wis.; *vice-president* — E. J. Braun, Assistant Superintendent, Arlington, Va.; *secretary-treasurer* — W. D. McClurkin, Director of Division of Surveys and Field Services, Peabody College for Teachers, Nashville, Tenn.; *member of executive committee* — George D. Engelhart, State Director of School Building Services, Jefferson City, Mo.

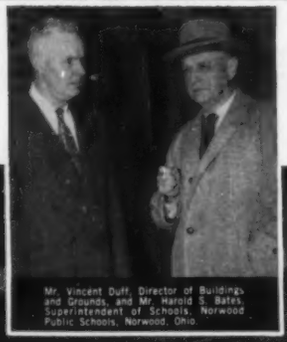
The Council voted to hold its 1956 convention in October, in Washington, D. C., and J. L. Taylor of the U. S. Office of Education was designated to act as local chairman. Under a change in the bylaws, the Executive Committee may select the convention city two years in advance. Milwaukee was announced as the meeting place for 1957.

The Resolutions

The resolutions presented by Cleve O. Westby, reiterated the Council's previous stand on federal financial support for public school construction, (*a*) maintaining that such support should only be used as a means of equalizing the educational need at the local level; (*b*) that educational and design standards for schoolhouse construction be presented only by state and local authorities; (*c*) that all federal funds made available be administered only through the state school authorities within the existing framework of state laws; (*d*) that federal funds should not replace or reduce any existing state or local support. The Council maintained in the resolutions that "with so many thousands of children attending substandard and makeshift facilities, or on a multiple-session basis, the time for immediate action by the Congress is at hand. These children cannot be placed in deep freeze and their education cannot be postponed. The damages occasioned by the lack of suitable school facilities cannot be condoned.

The resolutions further advocated that state support programs be continued to equalize local educational opportunities. It was urged that all design and construction be controlled by local authorities. The resolutions recognized the need for professional training of local and state authorities charged with school plant responsibilities and urged that in-service courses be developed by the colleges. The Council repeated its interest in research but expressed its determination not to enter into any commercial arrangements for investigations based on preconceived ideas and leading to the support of specific systems or devices of school design or construction.

The Council admitted 35 new members, raising the total membership, after resignations and other losses, to 275.


Mr. Vincent Duff, Director of Buildings and Grounds, and Mr. Harold S. Bates, Superintendent of Schools, Norwood Public Schools, Norwood, Ohio.

these schoolmen find
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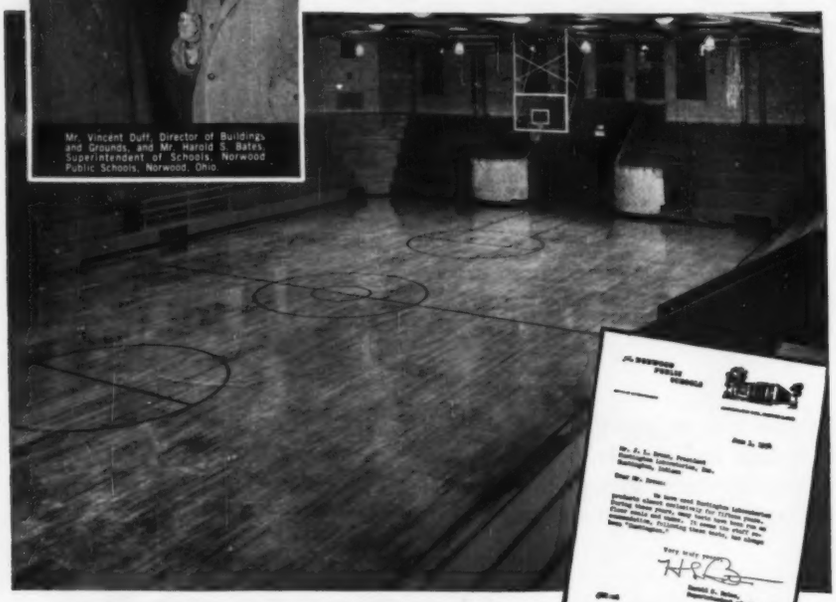
for their gym floors



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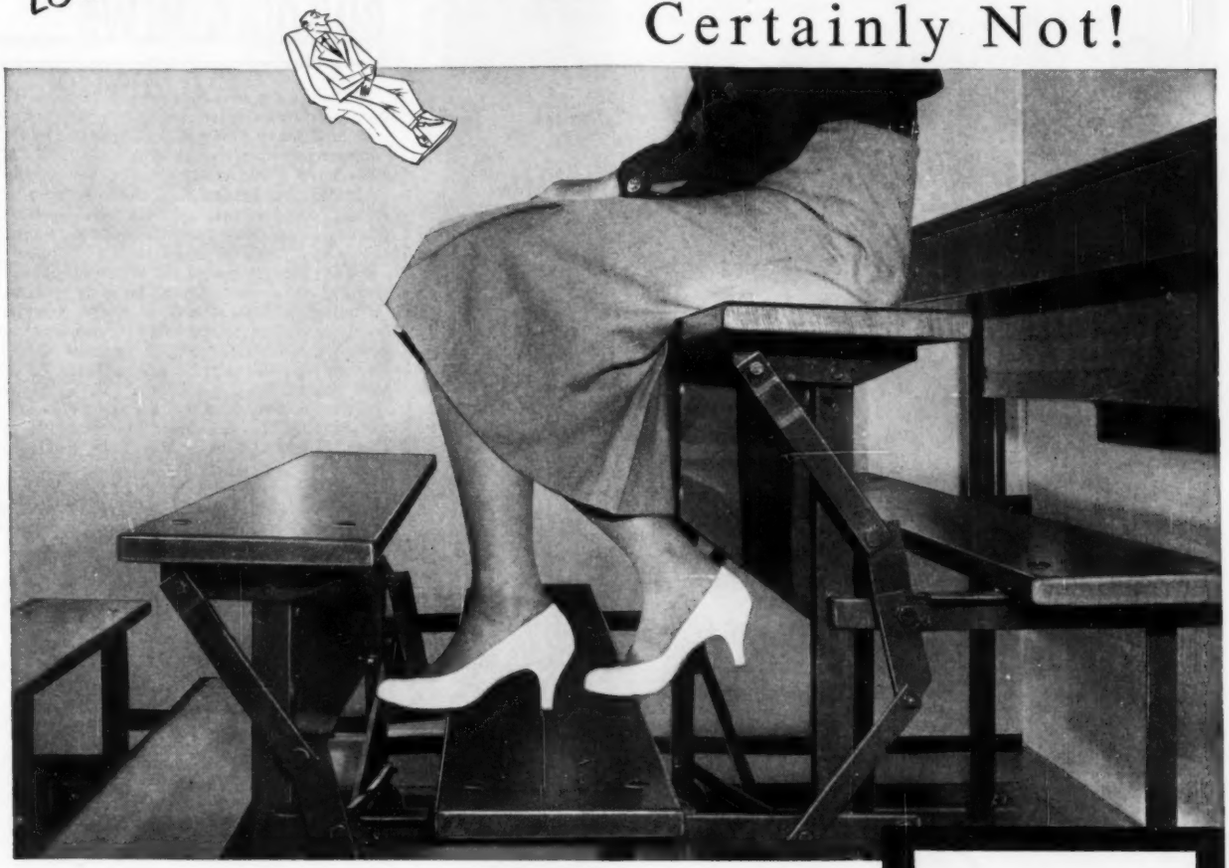

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... what this extra comfort can mean. He is Universal's representative in the greater New York area ... Brad Layburn of Bradley M. Layburn Co., 461 Eighth Ave., New York City. If you are in his territory, don't hesitate to call him.

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10.

SCHOOL BUILDING NEWS

★ The board of education at Merkel, Tex., has completed improvements to the homemaking department, the library facilities, and the commercial department, at a cost of $13,000. Bids have been received for construction of additions of a gymnasium, an auditorium, and science departments, and new administrative offices. The improvements were financed through a $300,000 bond issue.

★ The school board of Wharton, Tex., is engaged in a new school building program, including a high school, a Negro neighborhood, a new cafeteria, five classrooms, and new rest-room facilities. A contract will be let this fall for a 12-room addition at the high school.

★ Slaton, Tex. A new high school building, costing $350,000, has been occupied this fall. The architect was the Butler-Kimmell Company.

★ A survey of school construction needs in the Orange, Tex., school has resulted in preliminary plans for $3,000,000 bond program to build three new elementary schools and one junior high over a period of five years.

★ Worthington, Minn. The school board has begun plans for a 1 million dollar high school. Plans are being prepared by the Harold Spitznagel architectural firm.

★ Newark, N. Y. Construction work has been started on the new junior high school, to cost $3,500,000. The building will have a group of hexagonal rooms and will accommodate 1600 students.

★ The school board of Parma, Ohio, has completed the erection of five new elementary schools in the Parma Park, Renwood, Seven Hills, Ridge-Brook, and Snowview sections. Pupils are now within walking distance of these buildings and it is possible that bus transportation requirements will be gradually reduced rather than increased.

★ The Nocona Independent School District, Nocona, Tex., opened a new $60,000 swimming pool this fall.

★ Kearney, Neb. The board of education has approved a school expansion program, estimated to cost $2,200,000. The program calls for a high school, an elementary school, an addition, and incorporation of one elementary school into the junior high school plant. The program will be financed with a bond issue to be voted upon in the near future.

★ School Dist. No. 1, Newcastle, Wyo., is completing a million-dollar school building program, begun four years ago. The program includes a new grade school, a gymnasium-auditorium, a school shop, and a $500,000 senior high school to be occupied in September. A new rural school building was erected a year ago.

★ Columbus, Wis. The board of education has begun preliminary plans for the construction of a new high school. A citizens' committee which made a survey, has completed its work and recommended that the construction work be started immediately.

★ The school board of the unified school district of Maricopa, Calif., has under construction a complete new school plant, comprising ten units, including 28 classrooms, six special classrooms, a gymnasium, administration building, and a combination homemaking and cafeteria building. The cost of the entire plant is estimated at $1,237,856.

★ Millwood, Wash. The school board has begun the initial planning of a new senior high school, to be erected on a 25-acre site, and to cost $1,500,000. Voters have approved the purchase of a site, costing $15,000.

The school tray

Whether your guests eat from a tray or dine on damask, you can pay no greater compliment to their taste than to serve them fruits packed for you by Sexton. Our on-the-spot selection of choice, tree-ripened fruit results in a firm yet tender lusciousness and an orchard-fresh flavor that make for satisfying desserts or tempting salads. Select your needs from the greatest inventory ever assembled for the Institutional Market.

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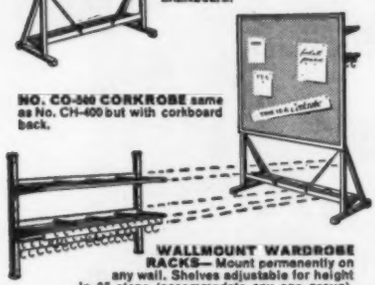
A system of multi-purpose movable steel wardrobe racks with either a chalkboard (blackboard) or a corkboard (bulletin board for pictures, maps, etc.) back. These sturdy, welded furniture steel units provide: (1) Means for holding coats, hats, overshoes and lunch boxes in an efficient and orderly manner; (2) Chalkboards or corkboards to aid class instruction; (3) Efficient, large capacity, space-saving wardrobe units, that go wherever needed, fit any space, and permit complete flexibility in room arrangement.

NO. CH-400 CHALKROBE 4'2" long, 25" deep, 6'½" high on glides (or 6'4" high on casters). Hat shelves and hanger bars are adjustable for height—accommodate every age group—(Hold 16 with coat hangers or 24 with coat hooks.) Off-floor shelf for overshoes and 50" x 48" chalkboard.



NO. CO-400 CORKROBE same as No. CH-400 but with corkboard back.

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WALLMOUNT OVERSHOE RACKS— Mount on wall at floor level . . . extend 11½" out from wall. Interlock to make rack of any length.
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N.S.B.A. SYMPOSIUM

(Continued from page 8)

Council, discussed the question of how America is to meet the continuing high level demand for highly trained man power, which is one of the basic factors in the current shortage of qualified teachers. All man-power problems in various pursuits are interrelated, he said, and he urged a long range, over-all national approach to their solution. He indicated that probably teachers are the most poorly utilized of any group of professional workers.

In turn, Fred H. Meyer of the Methods Engineering Council challenged his listeners by emphasizing that the productivity of personnel in education must be increased as their renumeration and rewards are increased. He pointed out that in the business world the salary paid for any endeavor is always related to the success of its contribution, and indicated ways in which industry has increased the productivity of its workers. He raised the question as to whether some of these methods might be applicable to the educational field. This opened up the whole matter of merit rating which is a controversial issue in educational circles and occupied a good deal of time in Discussion Group 3.

Dr. Robert G. Foster of the Menninger Foundation spoke to the question of how, through education, we can produce the general state of mental health in young and old which will permit our society to solve its problems. He said there is evidence that mental illness is often detected early in children by observant teachers but that we rarely do anything about it until they get to the age when they cause real trouble. At present in this country nine million people are mentally ill and each of them affects the lives of three or four others in their immediate families, at a terrific cost to our nation.

The speech by General Maxwell Taylor, Chief of Staff, Department of the Army, on Friday evening added a touch of color and interest to the symposium as well as serving to emphasize the deficiencies in education that Dr. Foster and other speakers had been pointing out. He based his remarks on observation of the 8th Army in Korea, and on the experience at West Point over the years with products of the public schools. His challenge reduced itself to the question of whether our program of education can build the honor, the hardihood, and the discipline needed for the tasks of both peace and war in our society. One of the most significant statements General Taylor made, in answer to a question from the floor, was that the failures of students at West Point are proportionately greater among those from states which spend the least for education.

The vice-president of the New York Stock Exchange, John Haskell, spent most of his time deploring the fact that the public schools do not give our youth an understanding of the economic bases of our free enterprise system. Transposed to a positive challenge, he raised the question as to whether education can develop an understanding of the economic foundations of abundance and freedom. Study Group 4 thought that it could, but that we need to find out just how much such teaching is done in each local district.

Several speakers dealt with more specific areas. William W. Caudill, a school architect with experience and imagination, indicated his belief that the planning of school buildings can be made to contribute to the improvement of education, and cited numerous examples to support his premise. There appear to be many barriers in the way of full achievement of this goal, he said, such as obsolete building codes, the absence of long range planning, and general opposition to new ways of doing things. But there are also indications of break-

(Concluded on page 92)

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NEW PUBLICATIONS for SCHOOL EXECUTIVES

Principles of Economy

in School Plant Planning and Construction. Compiled by research and publications committee, under the direction of W. R. Flesher. Paper, 47 pp., $1. National Council of Schoolhouse Construction, W. D. McClurkin, secretary, Nashville, Tenn.

A planning guide for schoolhouse construction, built around a number of principles of economy, and set forth into an appraisal form. The economies suggested are mainly those found to be good economy practices by various peoples in various places. In addition to general economy practices, specific examples of economy have been cited. The 13 principles cited represent 13 focal points to which planners should give attention. There is a complete bibliography including references culled from various periodicals and magazines.

Long Range School Building Program

New Rochelle, New York. Paper, 108 pp. Engelhardt, Engelhardt and Leggett, New York 19, N. Y.

The result of a survey into the school building needs in the coming years for New Rochelle, N. Y. The survey considers the growth of the city and the trend in school enrollments, the district's existing school plants, with recommendations for making the most of them, as well as a thorough future building program.

Analysis of School Building Needs

Rutherford, N. J. Paper, 66 pp. Engelhardt, Engelhardt, and Leggett, New York 19, N. Y.

Considering existing facilities and enrollment trends in Rutherford, N. Y., this analysis recommends "that additional facilities be added . . . in successively planned steps or phases."

Statistics of State School Systems:

Organization, Staffs, Pupils. Compiled by Samuel Schloss and Carol Joy Hobson. Paper, 105 pp., 35 cents. U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

The latest chapter of the Biennial Survey of Education relating to elementary and secondary education. The report shows that there was a total enrollment of 26,563,000 in 1951–52. The high school enrollment for the same period was 5,882,000. The instructional staff in 1951–52 consisted of 9800 supervisors, 40,000 principals, and 963,000 teachers and other staff members. Current expenditures amounted to 5.7 billion dollars in 1951–52, or 77.9 per cent of all expenditures Instruction expenditures declined from 63.8 per cent in 1945–46 to 51.5 per cent in 1951–52. Annual salary of teachers in public elementary and secondary schools was $3,450 in 1951–52.

The Church and the Four-Year College

By Guy E. Snavely. Cloth, 216 pp., $3.50. Harper & Brothers, New York, N. Y.

This study by the executive director emeritus of the Association of American Colleges outlines the present status of the church college and briefly tells the story of the Protestant and Catholic college developments. The religious colleges of the leading denominations are listed and the oldest colleges are briefly described. An important chapter is devoted to the future of the religious college.

Written Policies for School Boards

Paper, 23 pp., 50 cents. American Association of School Administrators, 1201 Sixteenth St., N.W., Washington 6, D. C.

The booklet suggests ways school officials can chart the course of education by formulating written policy statements and then publicizing them.

Good Citizens All

Paper, 18 pp. Board of Education, Milwaukee, Wis.

The superintendent's annual report for 1955 devoted to the education of handicapped children in special classes. Some attention is also given to gifted children and to guidance and welfare counseling.

A Tale of Two Teachers

By Mark Nichols. Paper, 13 pp., 10 cents. American Vocational Association, 1010 Vermont Ave., Washington 5, D. C.

This is the story of two men teachers, their approach to their jobs, and the results of their divergent attitudes. An object lesson in good teaching techniques and good public relations.

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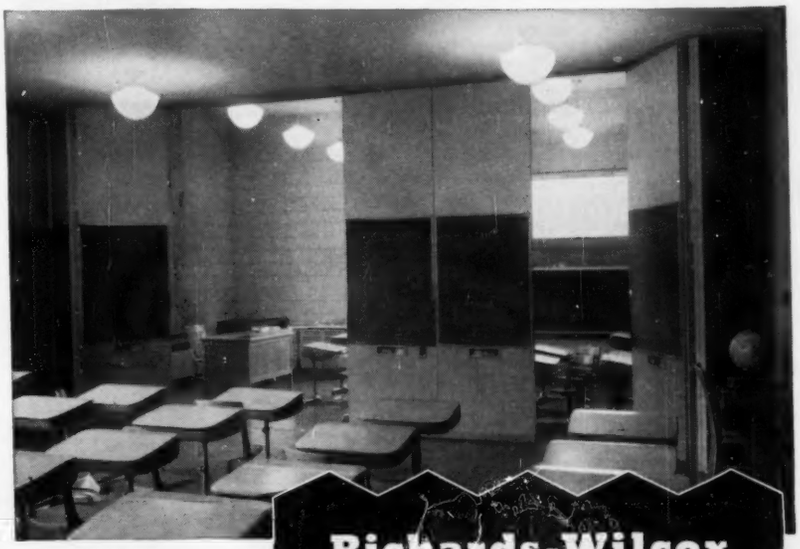

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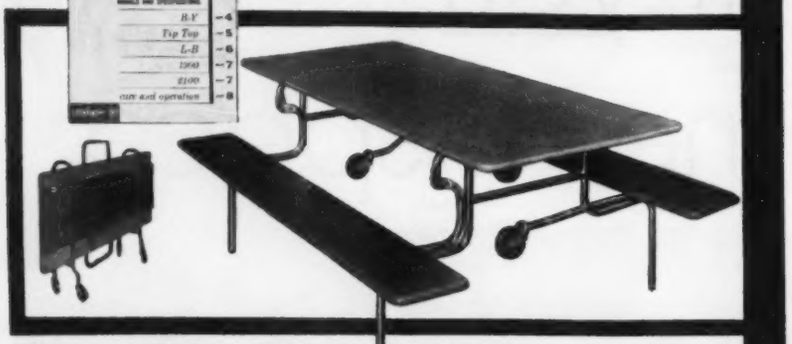

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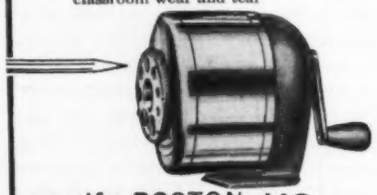

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N.S.B.A. SYMPOSIUM

(Concluded from page 90)

throughs in the barriers which make brighter the prospects for better designed, more functional, and more economic school buildings in the years ahead. On the basis of the issues, Mr. Caudill raised, Group 2 spent its entire time discussing school construction problems.

Victor Sholis, vice-president and director of Station WHAS-TV in Louisville, Ky., raised the question as to whether television can solve our educational shortages, and concluded that the answer is *"No."* He thought that TV can supplement instruction in classrooms but can never replace the classroom teacher. He hinted at its value in the preparation of teachers, by providing examples of the best available practice. Many of the points he made led to lively discussion in Group 6.

The field of medicine, as pointed out by Dr. Joseph C. Hinsey, director of New York Hospital — Cornell Medical Center, has developed highly specialized educational methods, and he raised the question as to whether some of these are not applicable in the field of general education. The prevailing reaction in Group 5 seemed to be that some of them are.

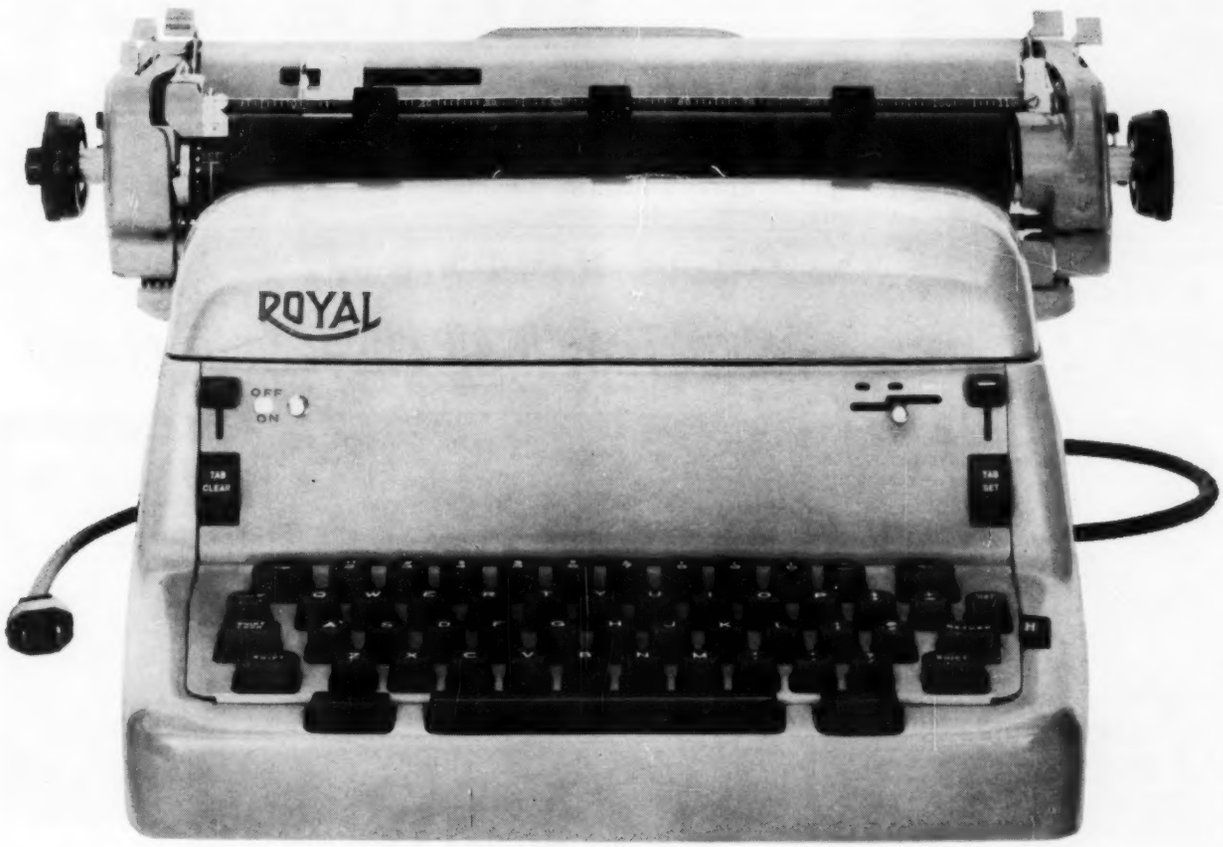
Finally, Dr. Paul Misner, superintendent of schools in Glencoe, Ill., and incoming president of the American Association of School Administrators, presented to the symposium participants a review of some of the newer approaches to the problems of education that are already being made in various places through research studies and special services. He referred to the use of teacher aides, master teachers, ungraded primary years, centralized purchasing, ownership and servicing of school buses, traveling units for industrial arts, home economics, health, co-operation between school boards and park boards for playgrounds and recreation facilities, standardized units of school construction, the education of gifted children, and many other activities along new and different lines. In conclusion, Dr. Misner said:

> While we, as school administrators and school board members, have much to learn from the fields of management, electronics, and engineering let us never forget that we are engaged in the infinitely more important business of social engineering. The raw materials with which we deal are human personalities. The results we seek cannot be measured solely in terms of the number of words the child spells correctly or in the number of algebraic formulae he may master.
>
> Certainly, there are many ways in which we can improve the operation of our schools through standardization of procedures. We must remember, however, that the greatness of America stems from diversity rather than conformity. There is much that we do not know about children, but we do know that every child differs in significant ways from every other child. A supreme responsibility of the schools is to discover and to develop the unique talents and abilities of all pupils. It will be an unfortunate day for America and our free enterprise system if we fail in this endeavor.
>
> Specialization is completely necessary and inevitable in our highly complex society. Our schools, however, enroll children from five years of age. Historically, we have thought of the teacher as a substitute parent — an individual who really cares for children and who provides them with the understanding, affection, and security that is essential for their development into independent, mature, and responsible individuals. I sincerely hope that we may never carry specialization to the point where we deny young children the warm, friendly, and affectionate guidance of a good teacher.

Approach and Aftermath

The symposium in Kansas City was made possible by a special grant to the National School Boards Association from the Fund for the Advancement of Education. N.S.B.A. President O. H. Roberts, Jr., Project Director Maurice E. Stapley, and Executive Secretary Edward M. Tuttle worked together to secure the speakers, organize the discussion groups, and perfect the arrangements with the Pickwick Hotel. Publicity was in charge of Mace Broide and Miss Edna Folz of Evansville, Ind., and many other national and state leaders cooperated to carry out the program smoothly and effectively.

8 Reasons why the trend is to Royal electric



Touch. So responsive the pupil's fingers seem to float above the keys. So easy to learn on with Royal's positive Touch Control.®

Going forward? The Automatic Horizontal Spacer does the trick with a touch of the pupil's right little finger. Note! This key is independent of the regular keys.

Going up? The Automatic Vertical Spacer makes insertion of paper or spacing the simplest operation in the world. Independent of regular keys, too!

Underscoring? Shift to caps, touch Line-O-Magic and the tiresome job does itself. Makes a series of hyphens, too, on lower case. It's independent of the regular keys!

Backing up? The Automatic Back Spacer is a boon to production work. Just a touch of the right little finger does it. And it's also independent of the regular keys!

Service? Wherever you are you get it fast. Over 900 service centers assume prompt, efficient service for your Royal electrics.

Appearance. The new Royal Electric is a beauty you'll be proud to have in the classroom. Its finish is smooth. You can wipe grime off with a rag!

Teaching Aids. Royal has the newest and best. For you: "Electric Typing for the Classroom Teacher." For pupils: "The Key to Relaxed Typing." They're free. Write for them.

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SCHOOL FINANCE AND TAXATION

SCHOOL BOND SALES

During the month of August, 1955, permanent school bonds for school construction purposes were sold in the amount of $96,625,240. The largest sales were made in:

California	$10,309,000	Missouri	$2,554,000
Illinois	18,156,000	New Jersey	6,252,000
Kansas	3,910,000	New York	5,029,000
Louisiana	2,185,000	Ohio	5,695,000
Massachusetts	3,405,000	Tennessee	3,500,000
Michigan	8,165,000	Texas	2,440,000
Minnesota	6,223,000	Vermont	1,800,000

As of September 22, the average yield of 20 bonds was 2.55 per cent.

SCHOOL CONSTRUCTION

During the month of September, 1955, contracts were let in 11 Pacific Coast states, for 64 school buildings, to cost $92,745,500. Further projects, in the number of *74*, were reported in preliminary stages, at an estimated evaluation of 633,503,185.

Dodge reported contracts let in September, 1955, for 635 school buildings, in 37 Eastern States, at a contract value of $163,323,000.

SCHOOL BONDS

★ Kansas City, Kans. Sold $3,500,000 of school bonds, at an interest rate of 2.125 per cent.

★ Buffalo, N. Y. Placed a $12,847,000 bond issue on the market to finance new school construction. The bonds were offered to investors at prices to yield 1.4 to 2 per cent.

★ Orleans parish school board, New Orleans, La. Approved the issuance of 11 million dollars in bonds to finance new school construction.

SCHOOL BUDGETS

★ Spring Branch, Tex. Prepared budget of $3,178,039 for 1956, an increase of $837,708.

★ Kanawha County, W. Va. Adopts $10,075,533.

★ Arlington, Tex. Approved $2,436,653.

★ Tulsa, Okla. Set up budget of $10,603,975 for 1956.

★ Beaumont, Tex. Approved $3,767,378.

★ Fort Wayne, Ind. Approved $5,750,000, an increase of $774,688.

★ Fayette Co., Ky. Approved $2,370,716.

★ Waterbury, Conn. Adopted $4,790,145.

★ Providence, R. I. Approved $83,530,073.58. The total for salaries amounted to $7,415,870.

★ Indianapolis, Ind. Adopted $24,376,138 for 1956, an increase of $1,155,611.

★ Northeast School Dist., Northeast, Tex. Adopted $2,500,000.

BUDGET INCREASED

A budget of nearly $5,000,000 — nearly a half million more than that of this year — has been approved by the school board of Waterbury, Conn. The figures are significant in view of the fact that Waterbury was the state's hardest hit city in the recent flood. The budget includes pay boosts for all employees from superintendent to maintenance men. If approved by the Board of Finance, most teachers will get a $300 increase and the salary of Dr. John G. Gilmartin will go from $10,281 to $12,000.

Total requested budget is $4,790,145.33 as compared to a present operating budget of $4,238,150.17. Biggest item in the 1956 budget is $3,579,399 for teachers' salaries, an increase of $367,323 over this year. James A. Millar, finance chairman, said the board put in a lot of time working out "a plan that would make for a more merited increase." This called for an increase in the minimum of $250 and $300 in the maximum. It also calls for an increase of $100 for teachers holding a master's degree and $200 for those with a doctor's degree.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	*Date*	*Latest Figure*	*Previous Mo.*
School Building Construction[1]	Sept., 1955	$163,323,000	$153,207,000
School Building Construction[2]	Sept., 1955	29,745,500	38,961,856
Total School Bond Sales[3]	Aug., 1955	96,625,240	161,436,000
Latest Price, Twenty Bonds[3]	Sept. 22, 1955	2.55%	2.60%
New Construction Expenditure[4]	Aug., 1955	270,000,000	266,000,000
Construction Cost Index[5]	Sept., 1955	614	613
Educational Building, Valuation[4]	June, 1955	113,400,000	115,300,000
Wholesale Price Index[6]	Oct. 4, 1955	111.1	110.5
U. S. Consumer's Prices[6]	Sept., 1955	114.5	114.7
Population of the U. S.[7]	*July, 1955*	*April, 1950*	*Per cent*
All Ages	165,248,000	151,132,000	+ 9.3
5 to 13 years	18,305,000	16,164,000	+13.2
14 to 17 years	28,096,000	22,154,000	+26.8

*Compiled October 5, 1955.
[1]Dodge figure for 37 states east of Rocky Mts.
[2]11 states west of Rocky Mts.
[3]Bond Buyer.
[4]Joint estimate, Depts. of Commerce and Labor.
[5]American Appraisal Co., Milwaukee.
[6]U. S. Dept. of Labor.
[7]U. S. Dept. of Commerce.

They'll all cheer your choice

Note the smooth, even surface of this battery of four Red Laykold tennis courts recently installed for a Providence, R. I. high school.

...when you specify LAYKOLD® tennis courts for your high school

From every standpoint—Student, Parent, or School Board Member—Laykold Tennis Courts are the best choice for your school because:

For the student, they provide a smooth, true plane for a fast and accurate game with less fatigue.

For the parent, they offer resilient, non-abrasive surfaces that are *safe!* Shoes and equipment last longer.

For the school board, they represent a sound first investment with tough, durable surfaces that resist wear and hold maintenance to a practical minimum.

You can get full information by writing for our full-color booklet, *"Laykold Tennis Courts."* Send for it today.

AMERICAN Bitumuls & Asphalt COMPANY

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E. Providence 14, R. I. Perth Amboy, N. J. Baltimore 3, Md. Mobile, Ala. Cincinnati 30, Ohio Columbus 15, Ohio Tucson, Ariz. Seattle, Wash. Baton Rouge 2, La. St. Louis 17, Mo. Inglewood, Calif. Oakland 1, Calif. Portland 7, Ore. Washington 5, D. C. San Juan 23, P. R.

THE THRUWAY, PARKWAY

DR. McCLURE TO RETIRE

newly created position of assistant superintendent in

3 Easy Steps make FLOOR MAINTENANCE Savings!

HILLYARD CHEMICAL CO.
St. Joseph, Missouri

Please have the Hillyard "Maintaineer*" in my area show me how a Hillyard Floor Treatment Plan saves maintenance dollars.

Name.....Title.....

Institution.....

Address.....

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* A trained floor treatment expert

SEND FOR FREE HELP TODAY!

A Hillyard PLAN WILL SAVE LABOR COST

Yes you can have the finest treatment and maintenance program that's in use today in thousands of America's buildings—yet enjoy savings that will amaze you. Three simple steps can bring you this economy.

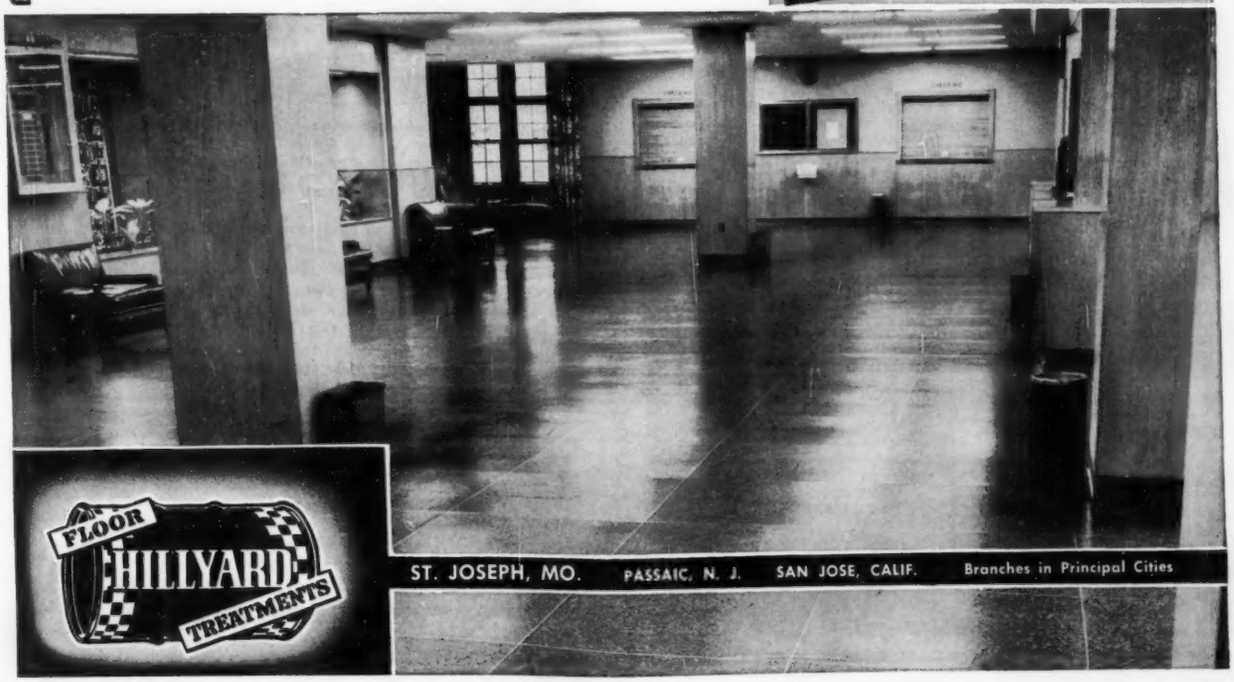
1 BUY QUALITY MATERIALS. Don't let cheap materials fool you. Remember 95c out of every dollar spent for floor maintenance goes for labor. It's not the original cost that counts. Hillyard products are made to last longer—actually save up to 50% in labor costs.

2 USE PROPER TOOLS. Maintenance tools that are worn, or unsuited to the purpose will increase unnecessary labor, using even the best materials. Hillyard equipment that is "right" for each specialized maintenance operation can simplify methods—save hours in daily treatment.

3 TRAINING IS NECESSARY. The Hillyard Maintaineer works with your maintenance staff to explain proper application, necessary daily operations and adequate re-treating schedules. You get additional savings in material and labor with a trained staff using a Hillyard Treatment program.

FREE SURVEY OF YOUR FLOORS

Find out today how Hillyard recommendations, made by a trained floor expert, can benefit you.
No charge or obligation for the "Maintaineers" survey. He is "On Your Staff, not your payroll".



FLOOR HILLYARD TREATMENTS

ST. JOSEPH, MO. PASSAIC, N. J. SAN JOSE, CALIF. Branches in Principal Cities

THE THRUWAY, PARKWAY, AND FREEWAY

(Concluded from page 38)

Pupil Transportation

Highways without sidewalks are characteristic of many of the new residential centers that have come from the rapid growth of autobahns or auto-strada as two European countries call them. These major highways offer more hazards than the railroad. The single cars move on no timetable as do the railroad trains. The sole protection for many children is school bus transportation. Without doubt the future will witness much increase in this service. Here, again, is emphasized the need for large school sites. The bus loading and unloading must be carried on in adequate and well-conceived areas. The buses may have to be stationed during the day at a garage on the school site. The after-school use of buses for teams or even adult use must be worked out.

The Four Dimensional Picture

Superhighways and new communities dictate new school concepts and bring to the fore new administrative problems. The first 50 years of the "auto age" have brought many satisfactions to humankind. The next 50 years must be observed closely for the gains must be protected and further advantages must be zealously sought.

DR. McCLURE TO RETIRE

Worth McClure, executive secretary of the American Association of School Administrators since 1946, has announced his retirement effective July 1, 1956.

A veteran of 30 years' experience in teaching and administrative work in various fields of public education across the nation, Dr. McClure has been active in the AASA since 1941. He has been second vice-president of the Association, a member of its Executive Committee, and its president in 1943. Under Dr. McClure's leadership, the AASA has grown from a membership of 6053 in 1946 to over 10,000 at present.

Worth McClure

NEWS OF SUPERINTENDENTS

★ HERMAN NEWSON is the new assistant superintendent of schools at Deer Park, Tex.

★ BERNARD DAVIS is the new superintendent at Fairmont, Neb.

★ CARLTON R. HASLEY has been elected superintendent at Mena, Ark.

★ DONALD RICHMOND, of Maryville, Mo., has taken the superintendency at Jamesport.

★ At Wharton, Tex., a new position of assistant superintendent has been created. JULIUS GENSBERG, a former high school principal, has been named to the position.

★ PAUL HENSARLING is the new superintendent of the Aldine, Tex., schools. Mr. Hensarling was formerly director of research and public relations for the Port Arthur, Tex., schools, being succeeded in that post by E. E. SPRADLEY.

★ ALEXANDER KOERTH, director of curriculum for the Port Arthur, Tex., schools was appointed to the newly created position of assistant superintendent in that city.

★ WENDELL GODWIN, superintendent of schools at Topeka, Kans., since 1951, has announced that he is a candidate for the Executive Committee of the American Association of Administrators.

★ The Department of Health, Education, and Welfare announced the appointment of JOHN RALPH RACKLEY, Professor of Education and Dean, College of Education, University of Oklahoma, as Deputy Commissioner of Education, succeeding James Kenneth Little, Madison, Wis. Mr. Little has resumed his duties as vice-president of the University of Wisconsin.

★ GEORGE W. BROWN has assumed his duties as superintendent of schools at Riverside, Ill. He succeeds I. E. Haebich, who has retired.

★ HARLAN SCHMIDT, of Rapidan, Minn., has accepted the superintendency at Sandstone.

★ CARL C. KLUEVER is the new superintendent at Essex, Iowa.

★ KENNETH WIGGS has accepted the superintendency of the Orleans, Ind., consolidated schools. He was formerly principal of the high school.

★ ALBERT HEITBRINK is the new superintendent at Stella, Neb.

★ B. D. HOLBERT has assumed his duties as superintendent of the Riverside consolidated schools, in Craig County, Okla.

★ JAMES SULEK is the new superintendent of the Carpenter consolidated school, Carpenter, Iowa.

★ J. K. HAEHLEN has assumed his duties as superintendent of Orono Dist. No. 11, Orono, Minn.

★ MARVIN STENSETH is the new superintendent at Martin, N. Dak.

★ ALEX M. NELSON has taken the superintendency of the Hesperia Community School District, in Newaygo County, Mich.

★ E. C. ZELLERS of Andover, S. Dak., has taken the superintendency at Bridgewater.

★ J. WELDON BENNETT has assumed his duties as superintendent at Wolfforth, Tex.

★ M. H. MOREGON is the new superintendent at Beebeetown, Iowa.

★ EDWARD TOWNLEY has assumed his duties as superintendent at Dalton, Neb.

★ B. G. NUNLEY is the new superintendent at Spur, Tex.

Krueger Presents

THE FIRST NEW CONCEPT IN FOLDING CHAIR STRUCTURE

DURABLY BUILT TO WITHSTAND THE MOST GRUELLING CONDITIONS

Krueger's ahead again . . . this time with two entirely new Y-type chairs — one of tubular steel, the other of channel steel. Both, boasting radically new structural methods and details that make them the finest, most durable and comfortable portable chairs ever offered.

LOOK AT THESE ENGINEERED FEATURES OF THE SERIES 80

- 18-gauge electrically seam-welded tubular frames
- Pivot point frame strengtheners
- 16-gauge tubular frame stretchers
- Large reinforced shaped seat — 14½ x 15"
- Fully covered safety folding hinges
- Form fitting 8" deep backrest

CHAIRS TO MEET EVERY BUDGET

In addition to the tubular series 80 chair (illustrated) and the new Channel series 70, Krueger offers a wide range of chairs from which to choose. All, featuring exclusive structural details that assure complete satisfaction for many years after your investment has paid for itself.

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FOR BEST SKYLIGHT DARKENING...

LITE-LOCK *Shades!*

Gain full daylight control and protection! Draper Lite-Lock Shades are new and different . . . efficiently darkening plastic dome and glass block skylights. The shades are pulley-controlled . . . manually, or with the use of a window pole to engage the cord ring. The light-tight hinged cover roller box is designed for easy installation and access. Steel side channels support and enclose shade to stop light leakage.

LITE-LOCK Skylight Shades are stiffened by steel stays. They are available in black or tan and black duplex materials for best darkening.

- Self-contained as complete unit
- Flexible, easy operation
- Complete or partial darkening
- Rolls clear of window area

Write today for information! P. O. Box 486

To get Draper Quality — *Specify* DRAPER

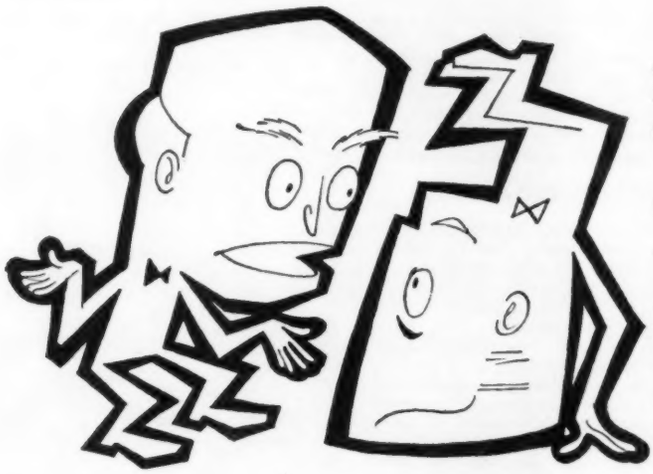
L. O. DRAPER Shade Co.
SPICELAND, INDIANA

News of Products for the Schools

instrument having a "high" and "low" con-

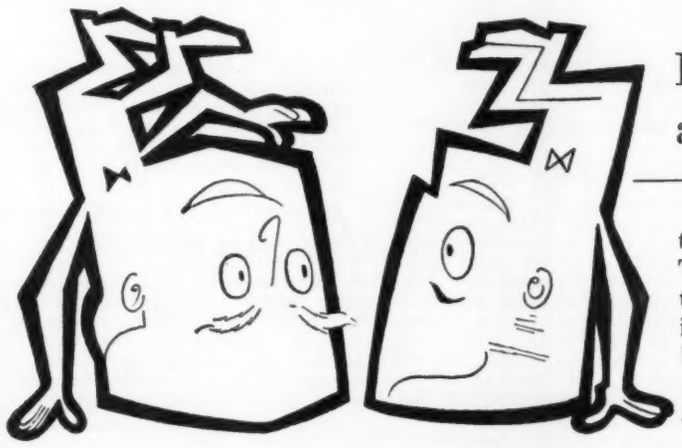
Our coal bills are lower than they used to be. Are we getting cheaper coal?

No. The coal may be higher priced, but it just costs less.



Man, you've gone crazy! Telling me high-priced coal costs less.

That's exactly what I mean. This coal has less moisture and less ash. That leaves more usable coal in every ton. It burns better in our type of boiler. Add it up, and we're getting the same amount of steam with a lot less coal.



How did you find out about this coal?

I asked the Chesapeake and Ohio coal people to recommend a coal that would give less smoke. The coal they suggested not only burns practically smokelessly, but as you see for yourself, it costs less. I used to buy coal strictly on price, but I know better now. Picking the right coal for any particular set of conditions is a job for an expert.

P.S.

There's a lot more to buying coal than the cost per ton. Why not contact coal producers on the C&O to solve your particular fuel requirements, or write to: R. C. Riedinger, General Coal Traffic Manager, Chesapeake and Ohio Railway Company, Terminal Tower, Cleveland 1, Ohio.

Chesapeake and Ohio Railway

WORLD'S LARGEST CARRIER OF BITUMINOUS COAL

News of Products for the Schools

COMMERCIAL LUMINAIRE

A new luminaire, the "60-T-17" designed to operate either two 40 watt low brightness lamps or two 90 watt high output lamps has been produced by The Edwin F. Guth Co., St. Louis, Mo.

Constructed along appealing, modern lines it has rolled reeded sides to aid materially in luminaire rigidity and provide comfortable luminaire brightness at normal angles. Separable ends and joiners make it adaptable for individual or continuous mounting. Evenly distributed illumination is provided with 60 per cent downlight and 40 per cent uplight. Top plates for 100 per cent downlight are available.

(For Further Details Circle Index Code 0135)

WHEELCO INDICATING PYROMETER

The Barber-Colman Co., Rockford, Ill., recently introduced the Wheelco Indicating Pyrometers. These instruments are available in 2 styles in ranges up to 3600° F. They are enclosed in dust-proof black enamel instrument cases ruggedly constructed for use under adverse conditions. Instrument scales are mirrored to avoid parallax errors and the baked and processed coil is supported by two pivots, highly polished and lapped, resting in two fine sapphire jewels.

(For Further Details Circle Index Code 0136)

"KLEEN-TYPE"

A new kind of typewriter cleaner, called "Kleen-Type" is being manufactured by Konkord Inc., N. Y. C., N. Y., and distributed by the Underwood Corp. It is an adhesive strip which is placed on the typewriter cylinder and upon contact with the typewriter keys will clean by the normal typewriting process.

(For Further Details Circle Index Code 0137)

NEW WOODLESS DESK

A special experimental woodless model of the Universal school desk with a vinyl foam cushion seat and back has been manufactured by the American Seating Co., Grand Rapids, Mich. The first of its kind, it has a metal and plastic top that is readily silently adjustable at 10° slope as well as level position. Its seat and back are of flame resistant vinyl cushion having an embossed vinyl surface. It has been introduced into the new Edgelea School at Lafayette, Ind.

(For Further Details Circle Index Code 0138)

Woodless Desk

Universal Quiet TAB

NEW UNDERWOOD PORTABLES

Two improved-design portable typewriters were recently introduced by the Underwood Corp., New York, N. Y. The new Underwood Deluxe Quiet Tab features suntan and copper two-tone color styling and an extending paper support. Its lower priced companion, the Underwood Universal Quiet Tab, is offered in an attractive Horizon Blue and Dawn Gray color combination. Both machines come in streamlined contrasting two-tone carrying cases and have improved carriage rail construction.

(For Further Details Circle Index Code 0139)

REMOTE CONTROL PROJECTORS

Two new remote control School Master projectors have been introduced by the Society for Visual Education, Inc., Chicago. These two units, 300 and 500 watts, eliminate the need for a projectionist. They both feature blower cooling; all-metal construction; 5 in. f/3.5 Hi-Lite color corrected lens: and simple change-over to manually project 2 by 2 slides. Each model may be operated manually and may be connected to a tape recorder or record player for automatic synchronization of filmstrip and sound. The new SVE Rewind Take-up which automatically rewinds the film ready for the next showing is available as an accessory for either model.

Both models are operated with simplicity and ease. The projector is threaded in the usual manner, the picture is framed on the screen and then changed by a touch on the remote control button.

(For Further Details Circle Index Code 0140)

BUTLER METAL-MAGIC

Butler Manufacturing Co., Kansas City, Mo., has announced the introduction of a new color finish for metal buildings called Metal-Magic. Designed to dry to an exceptionally tight finish, it resists dirt more effectively than other flat finishes and withstands cracking, peeling, and blistering. It expands and contracts with the metal to prevent surface fractures. Corrosive gases, acids, salt, and even some sulphuric acids found in the atmosphere of industrial communities will not harm the Metal-Magic surface.

(For Further Details Circle Index Code 0141)

AUTOMATIC VALVE POSITIONER

A completely self-adjusting valve positioner, the Wheelco Throttltrol, has been manufactured by the Barber-Colman Co., Rockford, Ill. It automatically and accurately corrects for variations in heat requirements due to changes in furnace load, control settings, air and fuel pressure, BTU values, or combustion efficiency in batch type operations. The unit may be used in conjunction with any control instrument having a "high" and "low" contact with a neutral position.

(For Further Details Circle Index Code 0142)

SHUTTER CONVERSION KIT

A two interruption shutter conversion kit for its 16mm. projectors has been produced by the Victor Animatograph Corp., Davenport, Iowa. This mechanism, named the Mark II, breaks the light beam 48 times per second at sound film speed. It allows 38 per cent more light to pass through the film and on to the screen over a three interruption type shutter which breaks the light beam 72 times per second.

(For Further Details Circle Index Code 0143)

NEW GAS RANGE

A new A.G.A. approved gas range, ideal for school use, has been built by Morley Manufacturing Co., Mascoutah, Ill. Many new features such as Mini Top pilot lighting, double wall shelf, and areation holes closed at the ends are included in the improved model.

(For Further Details Circle Index Code 0144)

NEW DRAWING TABLE

A new, low cost, all-purpose drawing table has been built by the Mayline Co., Inc., of

All-Purpose

Sheboygan. It supplements the existing line of pedestal and 4 post drawing and drafting tables. Its top is ¾ in. solid basswood made from kiln-dried stock and its base is of hardwood. The height adjustment of the table is from the sitting height of 30 in. to the standing height of 40 in.

(For Further Details Circle Index Code 0145)

CATALOGS & BOOKLETS

The 1956 catalog of Allied Radio Corp. products was recently released. This latest catalog, the largest in the company's history, contains an unusually large selection of radio, television, and electronic parts and equipment for use in schools, classrooms, laboratories, and shops. It may be obtained on request.

(For Convenience Circle Index Code 0146)

The newest line of Remington Rand's library furniture, Trend Colorline, is described in a new 6-page illustrated folder recently published. Rectangular and "square-round" tables, individual study tables, convertible work stations with recessed wells for card trays and occasional chairs are all shown in the new folder. Copies of this folder are available free.

(For Convenience Circle Index Code 0147)

(Continued on page 100)

News of Products . . .

(Continued from page 98)

22, Pa. The new material combines insulation and integral finish in a single block. The manufacturing process is detailed along with physical properties and sizes available. Copies

mately 670 by 140 feet and will provide about 95,000 additional square feet of manufacturing space. It will be a one-story building of brick, glass block, and fixed-sash construction. There

Mitchell FOLD-O-LEG tables

UNEQUALED in APPEARANCE DURABILITY STRENGTH

USED IN CHURCHES, SCHOOLS, HOTELS, INSTITUTIONS, CLUBS, LODGES AND INDUSTRIAL PLANTS

Convert any room into a Banquet or Group Activity Room... Set up or clear in minutes

QUICKLY FOLD or UNFOLD for Changing Room Uses

TOPS OF MASONITE PRESDWOOD, FIR & BIRCH PLYWOOD, LINOLEUM, RESILYTE PLASTICS

TUBULAR STEEL LEGS

MAXIMUM SEATING

MINIMUM STORAGE

EASY TO SET UP

Send for folder with complete specifications.

MITCHELL MANUFACTURING COMPANY

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THE STRONGEST, HANDIEST FOLDING TABLE MADE!

EXTRA YEARS

of Clean, Safe, Quiet Operation

. . . at low initial cost

★

TODD BURNERS

GAS OR OIL

★

PRODUCTS DIVISION

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Headquarters:
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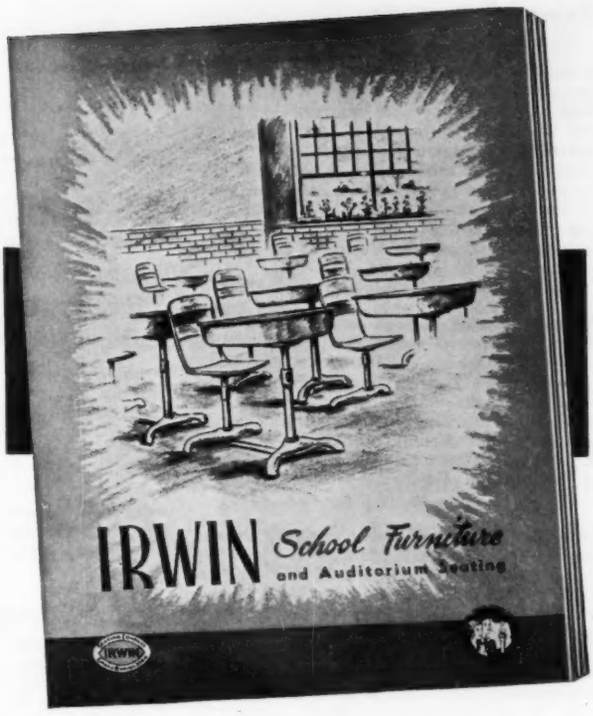
Plant:
Green's Bayou, Houston 15, Texas

TODD



You're just TWO STEPS from the wisest possible solution to your SEATING PROBLEMS!

First, write for your free copy of the IRWIN catalog. You'll find it describes a complete range of versatile, practical, exceptionally well made seating for all classroom and auditorium requirements — at prices that make them very sound values.

Second, consult us on the specific seating problems which may be facing you. Our thoroughly experienced engineering staff will be happy to assist you to the very best possible solution. Why not take the first step, right now, toward making your seating budget do maximum duty, by writing for your free copy of the IRWIN catalog?

SEATING COMPANY IRWIN GRAND RAPIDS, MICH.

READER'S SERVICE SECTION

News of Products . . .

(Continued from page 98)

A floor care booklet containing complete details on the care of all types of floors has been published by the makers of Johnson Wax Co., Racine, Wis. Long range and day-to-day maintenance programs are described fully in this booklet. A section is also included on suggested treatments for some of the most common floor failures such as loose tiles, yellowing, lack of water resistance, blooming and tackiness. Copies of the booklet are free.

(For Convenience Circle Index Code 0148)

A new, two-color, 16 page catalog on the latest folding gymnasium seating has been produced by the Horn Division of the Brunswick-Balke-Collender Co., Marion, Va. Receiving special emphasis in the catalog is the growing importance of gymnasium seating facilities for not only interschool activities but also for the cultural, athletic, and dramatic programs of communities. Copies are free.

(For Convenience Circle Index Code 0149)

Fenestra basement and utility windows, screens, storms, and lintels are featured in a new 8-page, two-color folder offered by Detroit Steel Products Co., Detroit 11, Mich. Complete information is given in the folder about newly developed steel forms for installing Fenestra basement windows in poured concrete walls and a special section is devoted to Fenestra Formed steel lintels, for use at the head of all residential windows. Copies of the folder are free.

(For Convenience Circle Index Code 0150)

A four-page folder describing the recently intro-duced Duraface Foamglas is now available from the Pittsburgh Corning Corp., Pittsburgh 22, Pa. The new material combines insulation and integral finish in a single block. The manufacturing process is detailed along with physical properties and sizes available. Copies are free of charge.

(For Convenience Circle Index Code 0151)

The Principles of temperature control and ventila-tion in the modern school are the topic of a new 20 page booklet made available by the Minneapolis-Honeywell Regulator, Minneapolis, Minn. Pneumatic, electric, and electronic control systems are all explained in this booklet. Typical control arrangements most representative of current school installations are presented. Free copies of the booklet may be obtained on request.

(For Convenience Circle Index Code 0152)

Pittsburgh Corning Corp., Pittsburgh, Pa., has recently released a new 8-page booklet, "Suntrol Glass Blocks for Reduction of Glare and Heat." Complete details about Suntrol glass blocks are given in this booklet including an explanation of the principle of Suntrol — a pale, green diffusing screen that helps to reduce the intensity of glare and heat. Copies are free on request.

(For Convenience Circle Index Code 0153)

MANUFACTURERS' NEWS

The **Minneapolis-Honeywell Regulator Co.,** recently announced two new grants will be made in its 1955–56 fellowship program. A fellowship will be granted in engineering or physics at the University of Pennsylvania and a second engineering or physics grant will be established at Iowa State College.

A new $1,000,000 addition to its steel plant is being built by **American Seating Co.,** Grand Rapids, Mich. The structure will be approximately 670 by 140 feet and will provide about 95,000 additional square feet of manufacturing space. It will be a one-story building of brick, glass block, and fixed-sash construction. There will be no interruption of service or shipments due to the expansion program.

Ground was recently broken for an addition to **Famco, Inc.,** South Louisville, Ky., a wholly owned subsidiary of American Air Filter Co., Inc. The addition, an all-steel construction, which will increase the manufacturing area by 60 per cent, is expected to cost $25,000 and be completed by November 1.

International Business Machines Corp., New York, N. Y., has announced that it is reorganizing its Electric Typewriter Division as a completely autonomous operation with an administrative structure separate from the other divisions of the company. This reorganization was made necessary by the tremendous growth in IBM's typewriter business. The electric typewriter division has outgrown its previous administrative setup as well as available manufacturing space at the company's plant in Poughkeepsie, N. Y. A new typewriter plant, now under construction in Kingston, N. Y., will be completed in 1956.

A. B. Dick Co., Chicago, Ill., has announced its participation in Schoolroom Progress, U.S.A., a traveling exhibit which contrasts the American schoolrooms of 1840 and 1880 with those of today. A. B. Dick's mimeograph and azograph equipment is being displayed to show the contribution modern duplicating processes have made toward improving efficiency in today's schools.

The exhibit jointly sponsored by the **Encyclopedia Americana,** the Henry Ford Museum and Greenfield Village, opened September 21 in Philadelphia and will visit 120 major cities over a period of three years.

FOR SCHOOL AND AUDITORIUM

SEE THIS *All-New Organ* BY CONN

Ideal for classroom or auditorium, this new, larger organ, the ARTIST, by CONN, is the all-around favorite of those who want a really fine moderately priced instrument. *Compare* the tone, the "voices" and the performance—with any other organ. Choose CONN and your school will have America's Finest. C. G. CONN Ltd., ORGAN DIVISION, Department 1131, Elkhart, Indiana.

CONN *organs* "TRIUMPH IN TONE"

Free BROCHURE All about this great new CONN ARTIST organ. Also ask for *free booklet*, "How to Choose an Organ."

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HALF TONE and LINE ETCHINGS COLOR PROCESS } premier

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818 W. Winnebago St. · Milwaukee 5, Wis.

READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisers and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.		Page No.
110	**Acme Slate Blackboard Co.** Blackboards. Free information.	92
111	**Adams & Westlake Co.** Aluminum windows.	2nd cover
112	**American Bitumuls & Asphalt Co.** Laykold tennis courts. Free color booklet.	94
113	**American Olean Tile Company** Ceramic tile. For free color booklet use coupon page 8.	8
114	**American Seating Company** School seating. Free descriptive folder.	4
115	**Apex Permanent Crayon Co.** Permapex crayons.	102
116	**Arlington Seating Company** School seating. Free catalog.	84
117	**Beckley-Cardy Company** Rota Desk. Literature and samples on request.	61
118	**Chesapeake and Ohio Railway** Coal. Free information on full requirements.	97
119	**Chicago Hardware Foundry Co.** Electric hand dryer.	84
1110	**Clarin Manufacturing Co.** Folding chairs. Free 4-color catalog.	10 & 11
1111	**Combustioneer Division Steel Products Eng. Co.** Stokers. Write for factual data.	14
1112	**Conn Organs** Organs. Free brochure.	100
1113	**Draper Shade Company, Luther O.** Lite-lock shades.	96
1114	**Farley & Loetscher Mfg. Co.** Plastic laminates. Free descr.p.ive folder.	90
1115	**Fenestra Building Products** Acoustical panels and steel windows Free literature.	13 & 67
1116	**Flexicore Company, Inc.** Concrete roof slabs. Use coupon page 78 for free literature.	78
1117	**Flynn Mfg. Co., Michael** Aluminum windows. Free information.	75
1118	**General School Equipment Co.** Staput movable desks. Free booklet.	72
1119	**Goodyear Tire & Rubber Co.** 3-T cord tires.	24
1120	**Griggs Equipment Company** School seating.	25
1121	**Guth Co., Edwin F.** School lighting.	71
1122	**Herman Nelson Unit Ventilator Products, American Air Filter Co. Inc.** Filter indicator. Free literature. Use coupon page 7.	6 & 7
1123	**Heywood-Wakefield Co.** Tubular steel school furniture.	68 & 69
1124	**Hillyard Chemical Company** Floor Maintenance savings. For information use coupon page 95.	95
1125	**Hunt Pen Co., C. Howard** Pencil sharpeners. Free book on care, selection and use.	92
1126	**Huntington Laboratories, Inc.** Seal-O-San surface for gym floors. Use coupon page 94.	86
1127	**International Business Machines Corp.** Electric typewriters.	81
1128	**Irwin Seating Company** School seating. Free catalog.	99
1129	**Johnson Service Company** Heating and ventilating systems.	2
1130	**Kewaunee Mfg. Company** Laboratory Equipment. Free catalog. Use coupon page 66.	66
1131	**Krueger Metal Products** Folding chairs. New complete catalog.	96
1132	**Kuehne Manufacturing Co.** Tubular furniture. Send for illustrated brochure.	26
1133	**Libbey-Owens-Ford Glass Co.** Thermopane insulating glass. Free literature.	63
1134	**Ludman Corporation** Auto-lok windows. Use coupon page 9.	9
1135	**Maple Flooring Manufacturers Assn.** Northern hard maple.	12
1136	**Medart Products, Inc., Fred** Telescopic gym seats. Free catalog.	3rd cover
1137	**Minneapolis-Honeywell Regulator Co.** Temperature controls.	64 & 65
1138	**Mississippi Glass Co.** Translucent, light diffusing glass. Free literature.	21
1139	**Mitchell Mfg. Company** Fold-O-leg tables. Free specification folder.	99
1140	**Monroe Company, The** Folding tables and chairs and trucks. Free catalog.	102
1151	**Mutschler Brothers Co.** Factory built cabinets. Free information.	15
1141	**National Terrazzo & Mosaic Assn.** Terrazzo. For free list use coupon page 88.	88
1142	**Nesbitt, Inc., John J.** Thermovents. Write for publication 103.	4th cover
1143	**Owens Illinois: Kimble Glass Co. Sub.** Toplite roof panels. Free information.	82 & 83
1144	**Pennsylvania Slate Producers Guild** Slate chalkboards. Free illustrated copy.	80
1145	**Poblocki and Sons Co.** Display cases.	102
1146	**Powers Regulator Co.** Temperature controls.	22 & 23
1147	**Premier Engraving Company** Halftone and line engraving.	100
1148	**Richards-Wilcox Mfg. Co.** Folding partitions. Free descriptive catalog.	91

(Continued on next page)

TEAR ALONG PERFORATED LINE. POSTAGE PAID FOR CONVENIENCE.

THE AMERICAN SCHOOL BOARD JOURNAL November, 1955
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

ADVERTISING INDEX

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NEWS OF PRODUCTS FOR THE SCHOOLS

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Also information on _____

Name _____
Please Print

Title _____ **School** _____

City _____ **Zone** _____ **State** _____

Index to School Equipment — continued

Code No.		Page No.
1149	**Royal Metal Mfg. Co.** School furniture. Use coupon on insert.	ins. bet. 18 & 21
1150	**Royal Typewriter Company, Inc.** Electric typewriters.	93
1152	**Sexton &Company, Inc., John** Institutional food.	89
1153	**Shwayder Brothers, Inc.** Samsonite classroom furniture. Free catalog.	76 & 77
1154	**Sico Mfg. Co., Inc.** Tip-Top table. Free catalog.	92
1155	**Sjostrom Co., John E.** Multi-level desk.	79
1156	**Sloan Valve Company** Flush valves. Free descriptive folder.	1
1157	**South Bend Lathe Works** Machine tools. For information use coupon page 89.	73
1158	**Southern California Plastering Institute** Lath and Plaster.	85
1159	**Taylor Company, Halsey W.** Water coolers. Free catalog.	74
1160	**Todd Shipyards Corporation** Gas or oil burners.	99
1161	**Trane Company** Unit ventilator with Kinetic Barrier.	16 & 17
1162	**U. S. Plywood Corp.** New magnetic chalkboard. For free information use coupon on page 70.	70
1163	**Universal Bleacher Company** Roll-A-Way bleachers. Free catalog.	87
1164	**Vogel-Peterson Co., Inc.** Wardrobe systems. Write for bulletin	90
1165	**Wakefield Company, The** Beta recessed luminaires. Free descriptive brochure.	18

NEWS OF PRODUCTS FOR THE SCHOOLS

Code No.		Page No.
0135	**Edwin F. Guth Co.** Commercial Luminaire	98
0136	**Barber-Colman Co.** Indicating Pyrometer	98
0137	**Konkord Inc.** Typewriter Cleaner	98
0138	**American Seating Co.** School Desk	98
0139	**Underwood Corp.** Portable Typewriter	98
0140	**Society for Visual Education, Inc.** Filmstrip Projector	98
0141	**Butler Manufacturing Co.** Color Finish	98
0142	**Barber-Colman Co.** Valve Positioner	98
0143	**Victor Animatograph Corp.** Shutter Conversion Kit	98
0144	**Morley Manufacturing Co.** Gas Range	98
0145	**Mayline Co., Inc.** Drawing Table	98
0146	**Allied Radio Corp.** Catalog	98
0147	**Remington Rand** Folder	98
0148	**Johnson Wax Co.** Booklet	100
0149	**Brunswick-Balke-Collender Co.** Catalog	100
0150	**Detroit Steel Products Co.** Folder	100
0151	**Pittsburgh Corning Corp.** Folder	100
0152	**Minneapolis-Honeywell Regulator** Booklet	100
0153	**Pittsburgh Corning Corp.** Booklet	100

For Your Product Information Request

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the "postage paid" card. Your request will receive prompt attention. BRUCE — MILWAUKEE.

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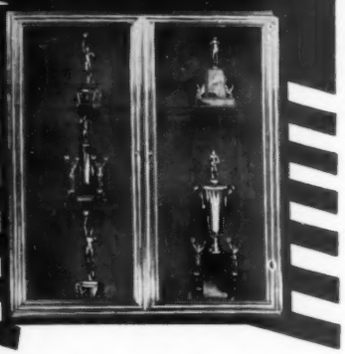
AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

Display Cases for TROPHIES • EXHIBITS DISPLAYS • BULLETINS & DIRECTORIES



Poblocki cases meet all xhibit requirements, whether it is indoor or outdoor installation. Cases are available in extrud·d aluminum, stainless steel or bronze which are specially designed to fit any budget.

SPECIFY POBLOCKI CASES WITH FULLEST CONFIDENCE.

Poblocki AND SONS

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No more Messy Boards or Smeared Drawings with new "PERMAPEX" Crayons. Graphs, Charts, and Special Messages stay on until you wish them removed. — *Send $3.25 for Postpaid PC3 Set of PERMAPEX Crayons, 1 each of Red, White, Yellow, & Blue, Plus 5 oz. Tube REMOVO, for cleaning Boards neatly after use.*

APEX PERMANENT CRAYON CO.

DEPT. B BOX 2236 YOUNGSTOWN 4, OHIO

Monroe FOLDING BANQUET TABLES

Direct Prices & Discounts to Schools, Churches, Clubs, Lodges and All Organizations

Full line of folding chairs

MONROE TRUCKS

Transport and store your folding tables and chairs the easy, modern way with Monroe All-Steel Trucks. Each truck is designed to handle either tables or chairs. Construction of Truck No. TSC permits storage in limited space.

Above: Transport-Storage Truck No. TSC

Right: Transport-Storage Truck No. TS8

WRITE FOR CATALOG, PRICES AND DISCOUNTS

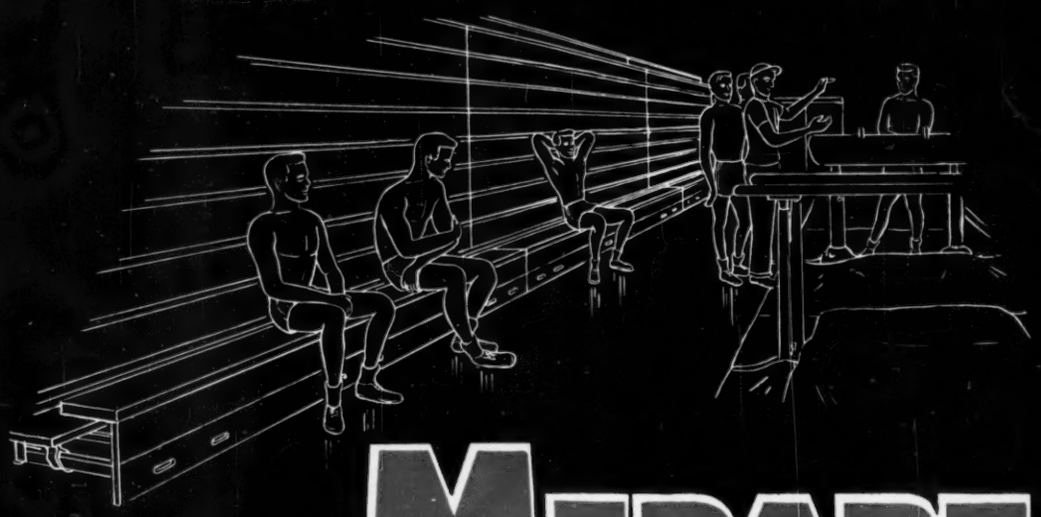
THE Monroe COMPANY

6 CHURCH STREET, COLFAX, IOWA

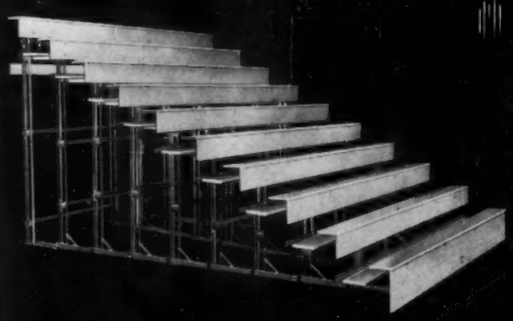
Title _____ School _____

City _____ Zone _____ State _____

Specify the best...
then Insist on it!



MEDART
TELESCOPIC GYM SEATS*



Safer!
Stronger!
Roomier!
Lighter!
Easier Operating!
Write For Catalog

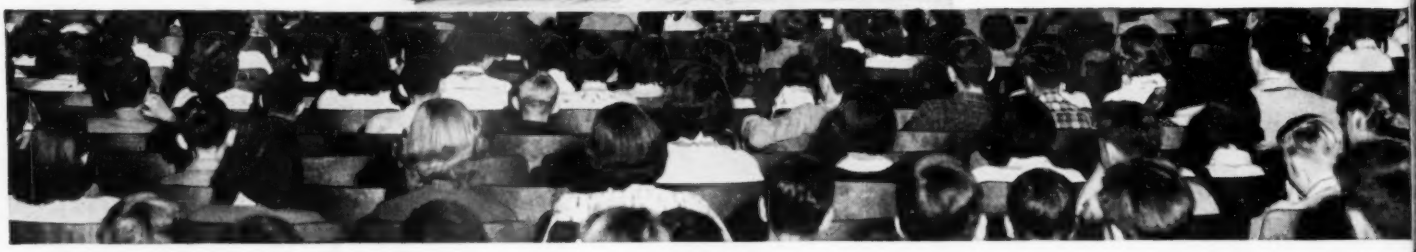
SEE OUR CATALOG IN SWEET'S

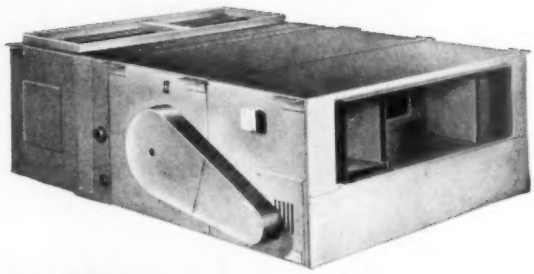
FRED MEDART PRODUCTS CO., INC.
3578 DeKalb Street St. Louis 18, Mo.

*Medart Telescopic Gym Seats are fully protected by U. S. Patents

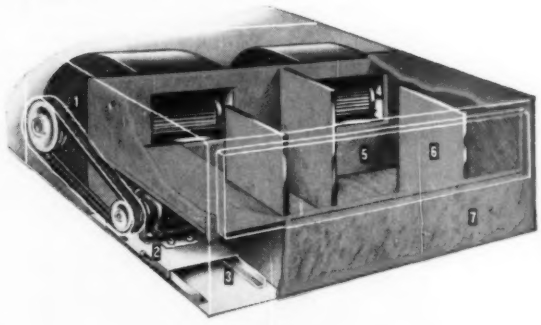
YOUR GUARANTEE OF—— undivided attention

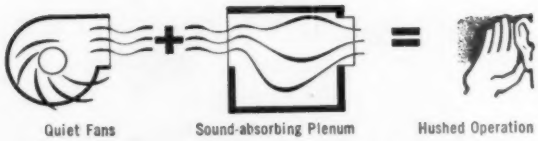
is sometimes the elimination of only 10 annoying decibels of interfering sound





Nesbitt Thermovents are available for vertical, horizontal, and inverted mounting





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FEATURES CONTRIBUTING TO SOUND REDUCTION

1. Self-aligning, sleeve-type fan shaft bearings.
2. Two-speed, sleeve-bearing motor insulated by a resilient mounting.
3. Ventilated compartment isolates the motor from the air stream.
4. Large diameter, forward-curved fans, operating at low tip speed.
5. Large plenum chamber lets air from fans expand, reduces sound.
6. Baffle plates in the plenum, are covered with 1-inch glass fibre.
7. Lining of 1-inch bonded glass fibre over entire inside of plenum. The plenum and its lining reduce noise level at least 11 decibels.

How much are 10 decibels worth?

When an auditorium is plagued by a high level of air and mechanical noise from the ventilating equipment, it would be worth—and it would cost—thousands of dollars to reduce the interference by as much as ten decibels. But a reduction of 10 to 15 decibels in the noise level can be assured by the investment of only a few extra dollars made at the *right time*: when the mechanical equipment is selected!

Nesbitt makes a full line of heating and ventilating units for assembly places requiring high-capacity, high-volume operation—a demand directly opposed to quiet performance. Yet these Nesbitt Series T Thermovents are designed fully to accomplish their rated task with a degree of sound reduction 10 to 15 decibels greater than that of other makes because only Nesbitt offers all these sound-absorbing features.

When you specify Nesbitt Thermovents for your new auditorium you guarantee its thermal comfort — and the attenuation of at least 11 decibels of system noise through the Nesbitt low-speed fans, vibration eliminators, quiet-operating motors, and sound-absorbing plenum and baffles lined with 1-inch glass fibre.

It will pay you to read the whole story; write for a copy of Publication 103.

Nesbitt THERMOVENT

Made and sold by John J. Nesbitt, Inc., Phila. 36, Pa.

Sold also by American Blower Corporation

Offices in principal cities—see telephone directory